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ABSTRACT

This manual is intended as a sourcebook for classroom counselors and teachers who include guidance activities in their secondary school classrooms. Developed by a secondary guidance project designed to maintain enrollment of potential dropouts, this manual offers basic classroom guidance strategies and techniques to coordinate home, school, and community assistance for targeted students. The sections include background information about the HOLD project, prescriptive identification of potential dropouts, activities for building self-esteem and learning skills, attendance monitoring, school information for volunteers, and methods of coordination with community agencies and communication with parents. Teacher/counselor instructions for classroom guidance activities and student worksheets are also provided. (Author/NRB)

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PROJECT

H.O.L.D.

HELP OVERCOME LEARNER DROPOUTS

CLASSROOM GUIDANCE

1980

Joan Stoker, Director

An ESEA Title IV-C Exemplary Project

Pajaro Valley Unified School District
340 Lincoln Street
Watsonville, CAlifornia 95076
(408) 728-6246

Prescriptive Secondary Guidance

Peer Counseling Manual
✓Classroom Guidance Manual
Attendance Pamphlet

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WHAT IS HOLD?

Helping Overcome Learner Dropouts

(A secondary guidance project to maintain enrollment of potential dropouts by increasing attendance, self-esteem and academic success)

Joan Stoker, Project Director (408-728-6246)
Pajaro Valley Unified School District
340 Lincoln Street
Watsonville, California 95076

Student population: High School (Grades 9-12)

The Program: HOLD is a prescriptive counseling program for the secondary school. Increases in self-esteem, academic success, and attendance help maintain enrollment of identified potential dropouts. Target students are identified using a list of 21 predictive characteristics. Strategies to change unsuccessful behaviors include: peer counseling, attendance monitoring, parent counseling, and classroom guidance. The classroom counselor coordinates the efforts of parents, peers, teachers and community members to help students develop and implement their own success objectives.

The Results: The primary focus was to "hold" potential dropouts. After three years 72% of the target potential dropouts were enrolled in the district high schools while only 22% of the comparison students were still enrolled (Chi Square = 81.42; sig. beyond .001). All seven student performance objectives were met or exceeded in year three. These included: (1) Attendance: More than half of the chronic truants (20 or more days absent preceding year) had no unexcused absences in year three (N = 33; 2 attended 30 some unexcused absences.) (2) Units or credits earned: 45 target students with less than 20 units per student increased to 794 total units in the fall of 1978 from 479 units in the fall of 1977. Gain was 66%. Comparison students gained only 5%.

Sample Materials: Exerpts from the Project Publications are attached.

CLASSROOM GUIDANCE MANUAL: Objective Setting Lesson, teacher/counselor instructions and student worksheet.

PEER COUNSELING MANUAL: Making introductions, teacher/counselor instructions excerpt.

ATTENDANCE MONITORING BOOKLET: Sample script for initial parent phone call.

INTRODUCTION

This manual is intended as a sourcebook for classroom counselors and teachers who include guidance activities in secondary school classrooms. The Classroom Guidance Manual, was developed by the staff of HOLD, Helping Overcome Learner Dropouts. HOLD was implemented as a three year longitudinal research program through ESEA Title IV-C Innovative Grant Funds. The focus of this secondary guidance project is identification and prescriptive treatment of potential droupouts in the regular high school program.

The manual offers basic classroom guidance strategies and techniques to coordinate home, school, and community help to targeted students. The sections include background information about the project; prescriptive identification of potential dropouts; activities for building self-esteem and learning skills; attendance monitoring; school information for volunteers; methods of coordinating with community agencies and communicating with parents.

The coordinated efforts of classroom counselors, community volunteers, parents and peers are essential to increasing attendance, academic success, and self-esteem; thus enrollment of (potential) dropouts is maintained. We encourage the use of manual activities by teachers and schools interested in a cost-effective approach to greater student success.

ACKNOWLEDGEMENTS:

We appreciate the help of the participating staff members at Watsonville High School. Their willingness to try new approaches and to be counselors and advocates of students has made HOLD a successful program.

Special thanks to:

John Laue, John Sargent, Donna Schipper and Russ Taggart for field testing the activities in their classes.

All the graduate students who served as classroom counselors for developing and trying the approaches with students and parents.

Barbara Hedlund for her assistance in developing the attendance program.

Larry Lane for developing the graphics and focusing the dissemination efforts.

Maggie Phillips for all her efforts as Project Psychologist.

Joan W. Stoker
Project Director

WHAT IS H.O.L.D.?

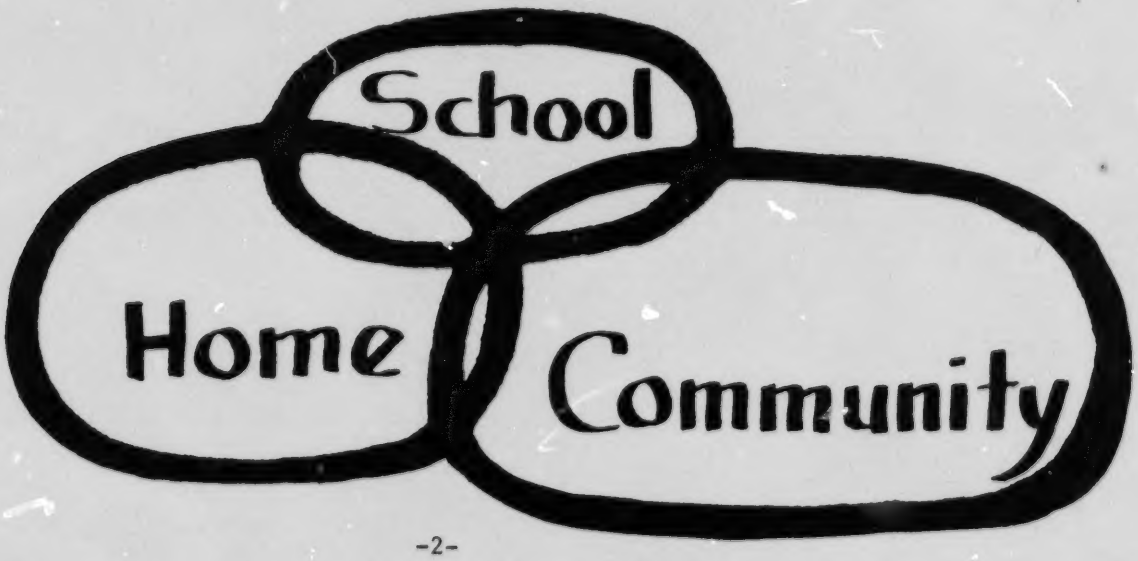
HOLD is a guidance project focusing on dropout prevention at the secondary level. For three years the 250 identified students at Watsonville High School received prescriptive help in their individual areas of need. Members of the HOLD staff (which included one counselor, a part-time psychologist, and four classroom guidance interns) coordinated home, school and community efforts to help students do the following:

- stay in school
- earn more credits
- reduce unexcused absences
- increase participation in school activities
- set and attain their own learning objectives
- improve reading skills
- raise self-esteem

These goals were achieved by a variety of strategies including:

- inservice education for the teacher
- attendance monitoring
- parent counseling
- case conferences
- classroom guidance activities
- community support services
- teachers as advocates

The strategies that were designed and implemented may be applicable to many students.



COUNSELING OVERVIEW

CHARACTERISTIC	TREATMENT STRATEGIES	PROOF
Poor School Marks Grade Retardation Low Reading Scores	(1) Classroom Guidance Objective Setting	More Credits Earned
No Interest in School	(2) Case Conferences (3) Peer Counseling	Objectives Set and Reached
Negative Parent Attitude	(4) Parent Information (5) Counseling Groups	Groups & Contacts Rated Helpful
Poor General Adjustment	(6) Community Agencies (7) Self-Esteem Groups	High Self-Esteem Scores
Little or No Participation in School	(8) Teachers as Advocates	Higher Number of Participations Reported
Inconsistent Attendance	(9) Attendance Monitoring	Fewer Unexcused Absences

PROJECT ACTIVITIES

HOLD as a guidance project stresses a consistent message to each student by the home, school and peers. The parents, teachers, counselor and peer counselor all receive current information about the identified problem and information of the students' progress in changing the problem behavior. Behavioral limits and consequences, both positive and negative, are made clear to the student and uniformly followed by teachers and parents.

Students receive treatment only in their area of need. The areas of treatment and the associated dropout characteristics are charted on the next page. This section on Project Activities illustrates specific treatment strategies used with each characteristic.

Rx Prescriptive Counseling maintains enrollment

RX COUNSELING OVERVIEW

The strategy, (1) CLASSROOM GUIDANCE, addresses the dropout characteristics of poor school marks, grade retardation and low reading performance. The innovative aspect of this strategy is the Classroom Counselor. This person provides a connecting link between the student, the classroom, the guidance office and the home. The Classroom Counselor works with the whole class, small groups, and with individual students. Classroom guidance activities include: Setting learning objectives, planning study time, and teaching communication skills (see the CLASSROOM GUIDANCE section of this manual for detailed activities).

Additionally, the Guidance Counselor informs parents of students' progress, the dates of exams and due dates of assignments. The Classroom Counselor also informs the guidance department of students' behavior and progress in class so that Guidance Counselors can better advise and schedule the student. The teacher gains an assistant who helps with academic work and uses motivational techniques to help establish study behaviors with students who have problems with school marks, grade retardation and low reading performance. The HOLD Classroom Guidance Program can be replicated or adapted in conjunction with graduate school counseling programs or community agencies who can provide Classroom Counselors at no cost to the public school.

A second major characteristic of a dropout is lack of interest in school. HOLD addresses this problem with the dual strategies of (2) CASE CONFERENCES and (3) PEER COUNSELING. Case conferences are at least once a week throughout the three years of the project. The student with the characteristic of no interest in school is the focus of a case conference. The parents and student are asked to attend the conference. Teachers are asked for input about the student's progress and are invited to attend. The Classroom Counselor collects data from the attendance office. At the conference the student is helped to set goals which will stimulate interest and success in school. For example, a student may set up an independent study to get school credit for volunteering in the community.

(3) PEER COUNSELING is not a new idea but the HOLD approach is innovative because peer counselors help students achieve specific objectives they have set for themselves. Many students report increased interest in school as the result of daily contact with a caring peer. For example, a student participant in the attendance program sees his/her peer counselor daily. At this time, difficulties with classes or teachers may be discussed and the trained peer counselor may help the student learn new ways of resolving difficulties. The peer counselor is trained to be an active listener and to give feedback to the student.

At Watsonville High School two peer counseling classes are taught as part of the regular school curriculum. A training manual has been developed that can be used in any high school. Trained peer counselors working under supervision to help HOLD students achieve positive behavioral changes provide a cost effective way for any high school to expand guidance services. This approach provides interested, caring peers who help HOLD students in school.

For HOLD students whose parents have a negative attitude towards school, the strategies of (4) PARENT INFORMATION GROUPS and (5) PARENT COUNSELING GROUPS are used. The purpose of the parent information groups (including parent information nights) is to provide the parents with information about school policies, including attendance requirements, graduation requirements and proficiency requirements. Also information about individual student grades, attendance and progress towards graduation are made available at these groups. PARENT COUNSELING GROUPS are organized for the parents of students who have for example, habits of chronic truancy or extreme deficiency in units. These counseling groups include instruction in communication, setting limits with teenagers and other parenting techniques.

Both kinds of parent groups have proven very effective in improving parents' formerly negative attitudes towards school. Phone surveys administered by HOLD counselors showed that twenty-nine parents,

who were judged to have a negative attitude towards school rated services provided by Watsonville High School and Project HOLD 3.68 on a scale of 5. This indicates that the system of parent groups, cards, letters and progress reports, improve parents' attitudes, as well as informs them of their students' progress. The results of the parent counseling groups are even more impressive. While parents attended counseling groups, their students showed declines in the number of unexcused absences from school. Thirteen out of fourteen students with parents in the group improved attendance as much as 60%.

The characteristic of poor general adjustment is defined as scoring in the lowest quartile on the Coopersmith Self-Esteem Inventory. The strategies to improve these scores include;

(6) SELF-ESTEEM GROUPS and (7) COMMUNITY AGENCY support services.

The self-esteem groups meet once a week during the school day. Participants are given an initial interview. In this interview the Coopersmith score is explained and the student agree to be in the group. After the student agreed to be in the group the parents are notified. Classroom counselors lead or co-lead the groups with professionals from the community who volunteer time. The groups discuss school problems, such as, low grades, difficulty with assignments, and teacher-student conflicts. Strategies to deal with problem situations are presented by the group leaders in role-plays. After one month of weekly sessions the Coopersmith was readministered to the group participants. Their scores increased by an average of 22%.

The other strategy addressing the needs of low self-esteem students is the coordination of COMMUNITY SERVICE AGENCIES. HOLD staff meets monthly with a council of representatives of various community agencies including Planned Parenthood, Family Services, Youth Services and the Probation Department. At these meetings referrals are made and inter-agency efforts are coordinated. The agencies participating in this coordination effort provide six on and off campus support services. These services particularly benefit students with poor general adjustment.

The target group of students who had not participated in any school activities in their freshman year are included in the sample group of students who are considered to have low participation in school activities. The strategy for this problem is (8) TEACHER ADVOCATES. Teachers and other staff are asked to be advocates for low participation students in their classes. A major focus of advocating for a student is to inform him/her of school extra-curricular activities and to encourage participation. Inviting a student to attend with a staff member is effective. Other advocate activities include sending birthday cards, phoning absentees, and being generally supportive of the student's improved behavior and increased participation in activities. The success of this strategy is demonstrated by data indicating that students who previously reported no school participation reported an average of more than 3 participations in extra-curricular activities. The teacher advocates rated their help to 184 target students at 2.0 on a scale of 3, indicating they considered their help valuable.

The strategy of (9) ATTENDANCE MONITORING addresses the problem of irregular attendance (unexcused absences). It is effective because it enlists the support of classroom teachers, the parents, and the guidance counselor. The first step is counseling the target student. The student must be aware that he/she has an attendance problem and be willing to change the problem behavior. The counselor and assigned peer counselor meet with the student to explain the program and the student's baseline attendance data. Parents and teachers are notified of the students' decision and they are involved continuously in the program of change. At Watsonville High School one guidance counselor has twenty-six of her freshman counselees on attendance monitoring. Two peer counselors assist the regular guidance counselor with these students. See the ATTENDANCE PROGRAM section of this manual for the complete format.

Objectives and Level Of Attainment
All Objectives Met or Exceeded Criteria

OBJECTIVE: STUDENT	SUCCESS LEVEL
1. The primary focus of the project was to reduce the number of dropouts or to "HOLD" potential dropouts.	3 Years 1976-79 — Students Enrolled: Stay-in / Dropout Project: 212 / 79 — Chi Squre = 81.42 Comparison: 45 / 112 — Sig. Beyond .001
2. Low school success students, those with less than 20 units in the Fall will earn more units than similar comparison students	Target Unit increase Year 2 - 88% Year 3 - 66% Comparison students - 5%
3. Students will participate in setting learning objectives	Year 2 - 90% - Fall Year 3 - 100%
4. Students who set a self objective will have attained it.	Year 2 - 74% - Fall Year 3 - 77%
5. Students who reported participating in no activiites the preceding year will participate	Average participations reported: Year 2 - 6 Year 3 - Fall only - 2
6. Chronic absentees, those missing more than 20 days the preceding year, will have less unexcused days than comparison group	Year 2 - 6% Year 3 - 37%
7. Self esteem of low quartile students will increase on Coopersmith self esteem inventory	22% increase

OBJECTIVES AND LEVEL OF ATTAINMENT
ALL OBJECTIVES MET OR EXCEEDED CRITERIA

OBJECTIVE: PARENT	SUCCESS LEVEL
1. Parents identified with a negative attitude toward school will rate school and "HOLD" at **least 3** on a 5 point scale.	Mean 3.68
2. Target parents will sucessfully complete inventory of knowledge of school programs and progress	100% of parents selected completed inventory. Mean score - 91%

STAFF & COMMUNITY OBJECTIVES	SUCCESS LEVEL
1. Staff participating as student advocates will rate help to students 2.5 or better on a 3 point scale	Objective met
2. Teachers will include group guidance in classroom program	17 teachers
3. Peer counseling will be a regular district supported class. Peer counselors rated the class as 4.4 on a 5 point scale	Objective met
4. Five community agencies will provide guidance support services in classrooms and on campus	Objective met

WHO ARE HOLD STUDENTS?

WHO ARE HOLD STUDENTS?

ONE OUT OF FOUR STUDENTS DOES NOT GRADUATE FROM HIGH SCHOOL.

HOLD identifies these students who are most likely to dropout.

HOLD provides intervention strategies to increase the student's chances of graduating from High School.

HOLD STUDENTS

HOLD students are potential dropouts. The project target students at Watsonville High School were selected for participation by their junior high school counselors. Additional referrals were made by counselors, teachers and the Local School Attendance Review Board of Watsonville High School.

All the students for the project had five or more of the dropout characteristics identified by a New York State Department of Education study. The document Work Study Program for Potential Dropouts (New York, 1965), lists 21 characteristics and ranks them in decreasing order of their discriminative power. HOLD students were selected using the first 16 characteristics.

The predictive value of the characteristics is substantiated by the HOLD project. In the comparison group, at the end of three years 71% of the identified students were not enrolled in school.

Students can be identified and records maintained using several sample forms: student data, student profile, referral sheet, and student contact sheet (see pages 14-17).

Target students are not all alike. For those who are very intelligent, traditional tutoring programs would be of little benefit. Some are socially adept and participate in many school activities. They need no assistance to function in these areas. Some students identified will need little assistance; some will need intensive assistance. Some students need the most assistance in their freshman year; others will need more assistance as they become sophomores or juniors. Help offered must be appropriate to individual student needs and to those needs at a particular time in his school career.

Because of changing student needs and performance, it is necessary to update profile sheets annually to reflect current student behavior. Students who have changed their attendance behavior, for example, will not need assistance in attendance areas.

Characteristics of Dropouts

(Excerpt from a 1965 publication of the New York State Department of Education entitled Work-Study Programs for Potential Dropouts, pp. 8-101)

"In the Holding Power Project....the following pupil attributes were found to distinguish adequately, in advance of school leaving, between pupils who became dropouts and those who did not. The factors are listed in decreasing order of their discriminative power."

Rank	Characteristic	Qualifying Condition
1	age	old for age group (over 2 years)
2	grade retardation	one year or more retarded
3	learning rate	below 90 I.Q.
4	interest to school work	little or none
5	school marks	predominantly below average
6	ability to read	2 years or more grade level
7	parental attitude	negative
8	general adjustment	fair or poor
9	participation in out-of school activities	none
10	attendance	chronic absenteeism (20 days or more per year)
11	acceptance by pupils	not liked
12	# of children in family	five or more
13	reactions to school controls	resents controls
14	Mother's education	grade 7 or below
15	parental attitude	vacillating
16	school activities	none
17	father's education	grade 7 or below
18	father's occupation	unskilled or semiskilled
19	health	frequently ill, easily fatigued
20	school to school transfers	pattern of "jumping" from school to school
21	physical size	small or large for age group

"It was found that roughly 75% of those individual pupils with five or more of the characteristics cited above actually became school dropouts. The items predicted male dropouts with greater efficiency than female dropouts."

(sample form)

STUDENT DATA

Student Name_____ Birthdate_____ Grade_____

Address_____ Phone #_____

Parents Name_____ Period in HOLD_____

Intern Assigned_____ Period in Reading _____

Remedial Reading Scores

Date_____ Score_____ Date_____ Score_____

Math Score Date_____ Score_____ C.T.B.S. Score Date___ Score___

8th Grade Records:

Work habits: _____

Attendance: _____

Social Adjustment: _____

HOLD Characteristics

____ 1) age
____ 2) grade retardation
____ 3) learning rate
____ 4) pupil's interest in school work
____ 5) school marks
____ 6) ability to read
____ 7) parental attitude
____ 8) general adjustment
____ 9) participation in out-of school activities
____10) attendance
____11) acceptance by pupils
____12) number of children in family
____ 13) reactions to school controls
____ 14) educational level achieved by mother
____ 15) educational level achieved by father
____ 16) participation in school activities
____ 17) father's occupation
____ 18) health
____ 19) school to school transfers
____ 20) physical size

Sample Form

STUDENT PROFILE LOAD SHEET

STUDENT'S NAME

Date left	
Date Entered	
Physical Size	
School Transfers	
Health	
Father's Occupation	
Father's Education	
School activities	
Parental Attitudes	
Mother's Education	
Resents Sch. control	
# children in family	
Acceptance by pupils	
Attendance	
Activities	
General Adjustment	
Parental Attitude	
Ability to Read	
School Marks	
Interest in School	
Learning rate	
Age	
Grade retardation	
Year #1 Attendance	
Units	
Activities	
Parents	
Year #2 Attendance	
Units	
Activities	
Parents	
Year #3 Attendance	
Units	
Activities	
Parents	
Self-Esteem	
Counselor	

(sample form)

HOLD Psychological Services Referral

Academic Behavior
(Circle type of referral)

Teacher:_____ Period_____

Student:_____ Date:_____

I. SITUATION (Describe events, please be specific as to any observed verbal/visual action that may help to identify a particular Academic/Behavioral problem)

II. Possible solutions (List choices you would recommend to solve problem)

III. Period available for consultation: _____ Office Phone_____

IV. Prior events/action taken to solve situation:

Parent contact yes___ no___

Individual conferences yes___ no___

HOLD Guidance Intern imput yes___ no___

Case Conference yes___ no___

Other:

Use the allotted forms for referral to Margaret Phillips.

Services to HOLD students must be documented.

Thank you,

Margaret Phillips

Joan Stoker

(Sample Form)

STUDENT CONTACT SHEET - PROJECT HOLD

Student's Name _____

Date: _____ Period/Time: _____

Type of Contact: ___ Interview ___ Parent Conference ___ Phone Call

___ Other: _____

Referred by: _____

Notes on Interaction:

Outcome of Contact:

Follow-up Comments:

CLASSROOM GUIDANCE: ROLES & PROCEDURES

To the Administrator

Teachers need pre-service and regular inservice to effectively implement a classroom guidance program. The HOLD model includes two days of pre-service for both teachers and classroom guidance workers. Inservice meetings held at least monthly are conducted by a local coordinator. Only those teachers who are still committed after the pre-service should participate in ongoing inservice.

Appropriate placement of classroom guidance workers with teachers is crucial. The classroom organization, content material, and styles of classroom management of the teacher and guidance workers must be compatible.

The classroom guidance program will vary according to the course content, classroom organization, and management system of the individual teacher. The flexibility to plan activities with the classroom counselor facilitates a creative and effective program.

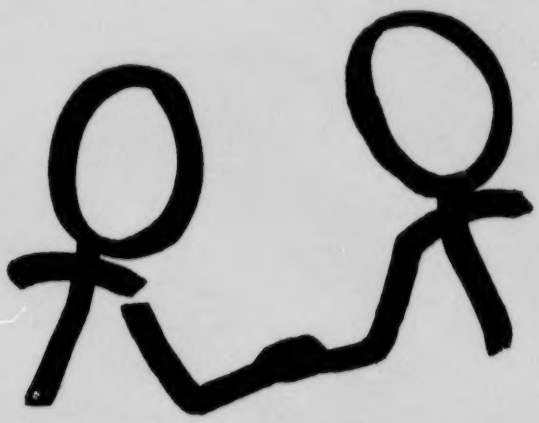
Classroom Counselors

Both teachers and school guidance counselors frequently need help in providing needed assistance to students with problems. Students with special needs require additional time and attention from significant adults as well as from peers. The students frequently need a structure situation in which to grow and adult assistance in learning responsibility. HOLD has been effective in providing strategies and in teaching those strategies to para-professionals, community volunteers, and graduate students.

These adults are called classroom counselors. They provide supportive counseling, teach communication and learning skills, assist students to develop their own learning objectives, and motivate students to academic success. Much of their work is done in the classroom working with individuals or small groups. The classroom counselors also have classroom lessons to present to the whole group. Another area of responsibility for these classroom counselors is their work with attendance monitoring students. Specific duties are outlined in the attendance section of this manual.

The classroom counselor is the liaison or connecting link between the student, parent, teacher, guidance counselor, peers, and appropriate community agencies. Regular communication between all of these significant adults helps provide a consistent message to the student who is trying to change behavior. With regular communication, necessary assistance can be given to the student by the most appropriate individual. Mixed messages and conflicting demands can be reduced significantly.

Teachers appreciate someone who can maintain contact with the home and also provide information about progress in other classes. Parents of many high school students report they have no information about what is happening at school and that they are frustrated and feel ineffective in assisting their student. Guidance counselors also appreciate having current information about target students, their progress in classes, their home situations and their interactional patterns with peers.



Recruiting Classroom Counselors

Creative recruiting of adults to work in the school provides much needed help for teachers and counselors. Effective use of classroom counselors requires effective training, organizational procedures, specific materials and strategies to be used.

These are some sources of classroom counselors:

1. An Interagency Approach. Community counseling agencies frequently need an effective means of coming in contact with prospective clients. HOLD at Watsonville High School has members of several community counseling agencies on their advisory committee. The committee provided an opportunity for the agencies to work together. The scope of the committee included more than the use of

classroom counselors. Other functions will be delineated in the section of community interactions.

At Watsonville High School two community agencies provided counselors part-time who were trained by HOLD and who were assigned to a requesting teacher two or three days per week for one or two class hours. Each worked in the school from 4 to 6 hours per week.

2. Colleges and Universities. Counseling and school psychology programs can be helpful. Individual students may elect to complete projects in Classroom Guidance for independent study credit. Hours of practice counseling experience can be arranged on a regular basis.

   If a college is close enough, a counseling teacher training or psychology department may choose to establish practical hours through the HOLD program and use the HOLD training manual.

3. Parents and community volunteers can be effective and consistent if they feel they have a contribution to make and obtain assistance in making that contribution effectively. The volunteer bureau or service club in your community can provide assistance and coordination.

4. Clerks and secretaries are effective as student advocates and can be used in the attendance monitoring program.

5. Unexpected sources. HOLD was fortunate to have the assistance of Dr. Gene Medinnus, psychology professor at San Jose State University. He found classroom guidance to be an effective means for him to serve as a volunteer and to gain a different perspective on adolescents.

Suggested Models

In the classroom, the classroom counselor works with the assigned teachers on a regularly scheduled basis. A program of individual and group guidance is coordinated with the structure of the academic curriculum. The classroom counselors should meet as a group weekly with the HOLD counselor coordinator to plan and practice new lessons. Each classroom

counselor needs to meet also with the teacher or teachers with whom they are working to plan for the week and to evaluate the past week.

Classroom activities may include monitoring attendance and completion of assignments. Behavioral objectives and learning objectives are set with students and are monitored regularly. The classroom counselor facilitates the achievement of individual student objectives.

Classroom counselors may present the lessons in Self-Esteem and Learning Skill sections to the whole class or to small groups. One successful model included the assignment of two counselors to a class. While teacher worked with half of the students using the regular curriculum, the classroom counselors each worked with a group consisting of one fourth of the students. In two days per week, the teacher was able to work with each half of the class. The students also participated in one session of classroom counseling. The teacher appreciated the opportunity to work a smaller group and felt the academic material proceeded just as rapidly with this arrangement.

Another successful model included the classroom counselor working on a regular basis with a group of students twice a week including the learning skill lessons with the academic curriculum.

In a cooking class, the classroom counselor rotated working with the groups that were cooking and the groups that were working with academic assignments. Facilitating healthy group interactions was easily accomplished in a cooking group of four. Working with the students completing assignments in this situation was most rewarding because the successful planning usually brought good results in the next day's food preparation.

Regular contact with parents is important when a student behavior change is desired. The classroom counselor reviews with the parent both the past behavior or academic performance and the student developed behavioral objective. He then enlists the help of the parent to help the student achieve his objective. Regular communication about progress is important.

Routine parent contact is a role of the classroom counselor. The parents frequently have no contact from the high school. The classroom counselor may call for the following reasons: to inform parents of student successes; to communicate the requirements of the particular class; to answer parents questions about graduation requirements, school activities, scheduling for the following semester and to verify illness.

In the HOLD project the classroom counselor is responsible for a specific number of targeted students. Each classroom counselor coordinates help to assign students which may include attendance monitoring, gathering information for a case conference, objective setting, tutoring, and encouraging participation in school activities. Extra responsibilities for particular students may be supervised by the School Guidance Counselor, or by classroom teachers.

INTERN COUNSELORS AT HOLD

To develop the HOLD program, four guidance interns were hired each year as part-time employees. They provided direct services to students and helped to develop and field test the classroom guidance activities. Under the supervision of school personnel, they implemented such strategies as peer counseling, parent informational contacts, parent effectiveness counseling, case conferences, attendance monitoring, and classroom guidance activities. HOLD interns of varying background and education were employed. Most were graduate students in psychology, counseling or related fields with coordinated supervision from Santa Clara University, San Jose State University, or the University of California, Santa Cruz.

Schools may wish to use this model for classroom counselors. An hourly stipend of five dollars was necessary at Watsonville High School, due to distance from the Universities and the extra responsibilities involved in developing the classroom guidance program. Four interns were employed for 12 weekly hours.

Sample intern responsibility lists, a monthly intern schedule, and an evaluation form have been included. These forms may also be used with volunteers and agency representatives.

(sample form)

WATSONVILLE HIGH SCHOOL

RESPONSIBILITIES OF THE CLASSROOM COUNSELOR:

1. Office

   Signing in the office notebook on each assigned work day; notifying the HOLD office of any absence or schedule modification and notifying or reminding the secretary to notify the teachers involved; Planning activities during staff meeting to be used in class; completing activities on monthly intern schedule.

2. Class

   Work with assigned teachers as scheduled. Classroom teacher and classroom counselor will coordinate a program of individual and group help to students involving contact with the parent.

   Monitoring attendance, tardiness, assignments completed, and objectives are usually involved. Strategies to change behavior are frequently needed.

3. Guidance

   a. Completing specified guidance activities. These include setting objectives, tutoring as appropriate; counseling groups and individuals in or out of the classroom; presenting or facilitating the guidance and learning skill activities included in this manual; recording progress on the skill chart for assigned students.

   b. Target students will be assigned to classroom counselors. They are to be contacted at least once each semester for counseling and objective setting. The parent is to be contacted at least once each year.

   c. Participation in Case conferences with information to share and to receive about assigned students. These are held every Tuesday at 8:00 a.m., in the HOLD office.

   d. Advocacy. Select five students to give special attention during the school year.

(sample form)

HOLD

OBSERVATION OF PERFORMANCE - QUARTERLY

HOLD interns will be observed once per quarter. A conference will follow each observation with participating teacher, intern and HOLD staff supervisor.

Name of Intern being observed: _____

Name of Staff Supervisor: _____

Assignment Class _____

Assignment Teacher _____

*The nature of Class activities _____

TIME: From _____ to ___ duration

Nature of Intern activity: _____

Comments: (Relate to HOLD objectives and activities when appropriate

_____
Signed by Observer - HOLD

Teacher comment:

_____
Signed by Teacher

Intern comment:

_____
Signed by Intern

*e.g., discussion, lecture, testing, individual study, working on projects, use of materials.

(Sample Form)

HOLD GUIDANCE INTERN SCHEDULE

AUGUST - Attend Summer HOLD inservice

SEPTEMBER
- Orientation of students to school
- Plan with cooperating teachers for semester work
- Assess student participation in school activities
- Define the HOLD students for whom you will have primary responsibility -- Attendance and Units
- Select the 5 students you will serve as an advocate for
- Check student schedules for required courses before 9/20
- Parent telephone contacts for problems (16 per month average)
- Student objectives - Group A (to facilitate monitoring divide students into 3 groups; primary responsibility will be Group A; B will be U.S. History or other assigned class; C will be other assigned students)
- Attend weekly Case Conferences and monthly inservice

OCTOBER
- Attitude survey completed for each of your students
- Check on student schedules and grades for quarter adjustments
- Classroom visitations and conferences by project directors
- Monthly: parent telephone-- ½ of your assigned "P" parents by 10/31
- Student Objectives Group B
- Record participation in school activities
- Inform students about school activities and encourage participation
- Activity from guidance manual & check off skill sheet (at least once per month)

NOVEMBER
- Facilitate counselor appointments for quarter changes
- Contact all 5 student advocates by November 30
- Monthly: Parent telephone - complete "P" parents
- Student Objectives Group C; all student objectives to be completed and recorded before Thanksgiving recess
- Participation in school activities
- Guidance manual activity; skill sheet

DECEMBER
- Monitor student schedules for semester changes; check on progress for semester grades
- Monthly: Parent telephone of assigned students (11 or more)
- Student Objectives--monitor Group A
- Participation in school activities
- Guidance manual activity; skill sheet

(CONTINUED ON NEXT PAGE . . .)

JANUARY
- Prepare students for finals; monitor semester progress/grades
- On-site preparations and visitation
- 1978/79 Data collection indicated for April
- Monthly: Parent telephone
- Student Objectives--monitor Group B
- Participation in school activities
- Guidance manual activity; skill sheet
- Classroom visitation for second quarter; class conferences and inservice

FEBRUARY
- Check student schedules for semester changes by February 9
- Work with cooperating teachers to select individualizing techniques (2 each participating staff member) for evaluation
- Monthly: Parent telephone
- Student Objectives in Group C
- Participation in school activities
- Guidance manual activity; skill sheet
- Case conference and inservice

MARCH
- Classroom visitation for third quarter; will include observation of individualizing techniques of interns and teachers
- Conduct parent attitude/project information survey by telephone for assigned "P" parents
- Monitor quarter programs for student success/non-success
- Participation in school activities
- Guidance manual activity; skill sheet
- Case conference and inservice

APRIL
- Complete student objective success/non-success both Groups B & C
- Parent telephone data on cards by April 20
- Monthly: parent telephone
- Participation school activities
- Guidance manual
- Case conference and inservice

LAST WEEK - Post test attitude survey

MAY
- Data for students advocated to HOLD office
- Student participation information to HOLD office
- Classroom visitation fourth quarter
- Help students prepare for finals
- Discuss with students plans for summer vacation/jobs/summer school
- Pre-registration for next year--counsel students
- Monthly: parent telephone
- Guidance manual activity
- Case conference and inservice

JUNE 2nd - Last working day for interns 1977-78

HOW TO START THE JOB

WORKING WITH TEACHERS

The first week on the job should be spent observing in classes, conferring with teachers, and planning with the HOLD staff.

Initial staff meeting will include presenting a brief plan of daily activities which has been worked out with the teacher for feedback and clearance.

Observation of intern performance in the classroom will be scheduled with each participating teacher quarterly. The form used by the HOLD staff supervisors is included in the manual. A meeting with teachers and interns will follow each observation. These observations are held to facilitate working relationships between teachers, interns and staff for more effective use of interns in the classrooms.

For suggestions on intern roles in classroom activities, continue reading to "How to Use and Introduce Guidance Activities in the Classroom". This is a good section to survey with teachers during planning sessions.

WORKING WITHIN DIFFERENT CONTENT AREAS

As interns work with classroom teachers from varying content areas, differing curriculum needs may arise. For example, interns may occasionally tutor small groups of students, work with specific students to structure academic tasks, work with a teacher to develop instructional strategies for small groups or an entire class, and/or may be asked for help with planning curriculum units.

Classroom teachers have the responsibility for planning and implementing their curriculum programs. However, interns may participate in planning, depending on teacher needs and availability of intern time. Because involvement in curriculum and content area instruction is not considered a major intern

responsibility, interns are asked to discuss curriculum issues at weekly staff meeting. Emphasis should be on individualizing strategies and learning skills.

WORKING WITH STUDENTS

Guidance interns will be responsible for supplementary counseling of specific HOLD students.

The counseling services will include:

Setting and monitoring learning objectives in specified classes and areas of individual need;

Monitoring the specified areas of need which may include attendance, units being earned for classes, participation in school activities, attitude;

Individual counseling and study skills in and outside of class; Using activities from the manual or other such guidance strategies;

Information to students and parents regarding the school program, student progress, vocational choices and community resources.

WORKING WITH PARENTS

Parent contacts are frequently the key to student success in school. Many parents need simple basic information about how students are progressing; others need regular frequent contacts in specific areas of attendance or academic work; others require help planning and implementing strategies to help their student succeed; others can be co-planners of activities to help many students.

Interns are responsible for contacting parents of assigned students. Most contacts will be with those parents whose students are on the attendance, units earned list, and/or the selected parent list.

Interns primarily use the telephone for parent contacts. Suggestions for making these calls successfully are presented on the following page. Further parent contact ideas will be covered in staff meetings. Referral to appropriate staff and/or outside agencies will be covered as needed.

Parents will be contacted by telephone and asked to respond to a telephone question survey about the High School and to an attitude questionaire about HOLD and Watsonville High. If parents are contacted regularly, it should be easy for them to respond successfully and favorable.

A HOLD parent of the year will be selected. You will be asked to help in the selection.

(Sample Form)

PARENT TELEPHONE SURVEY

WATSONVILLE HIGH SCHOOL

Project HOLD

THIS QUESTIONNAIRE IS DESIGNED TO SURVEY YOUR UNDERSTANDING OF WATSONVILLE HIGH'S PROGRAM AND POLICIES. Circle the right answer or fill in the blanks.

1. The principal of Watsonville High is

   A. Gary Bianchi B. Ruben Lopez C. Jose Chavarria

2. How many semester credits are needed for a student to graduate from Watsonville High?

   A. 160 B. 220 C. 340

3. Which of the following is your student's counselor at Watsonville High?

   A. Barbara Hedlund B. Jesus Macial C. Douglas Morales D. Mike Sullivan

4. Name two subject areas which are required for all students to graduate from Watsonville High:

   1) 2)

5. Does a student need to pass U.S. History to graduate from Watsonville High?

   yes no

6. Can a student get credit for working after school through Watsonville High's Work Experience Program?

   yes no

7. What time does school start at Watsonville High?

   A. 7:10 a.m. B. 8:10 a.m. C. 9:10 a.m.

8. When a student is absent from school, the parents' responsibility is to:

   A. Contact each teacher B. Send a note or call attendance office

   C. Call school board D. Call the principal

9. Name two classes your child is currently taking at Watsonville High?

   1. 2.

10. If your child is having problems at school who can you contact to get assistance with the problem?

SUGGESTIONS FOR SUCCESSFUL PARENT PHONE CALLS

1. Let students know that you will make phone calls either by individual contact or by a general class announcement. This is important so that you do not betray students' trust but that they also understand that part of your job is communicating with parents.

2. Begin your parent contact by introducing yourself, by indicating exactly what your relationship has been with the student, and the purpose of the contact. Ask if this is a convenient time for the parent to talk.

   "Mrs. Garcia, this is Mark Diaz, a counselor intern with Project HOLD. I work with Juan in English class two days a week. I'm calling to discuss his work with you. Do you have a few minutes?"

3. Try to be as specific as possible about both problem areas as well as achievements. If Bob has missed classes, tell the parents <u>which</u> classes and <u>what</u> days rather than "Bob has been cutting his classes lately". Have all the information you need in front of you <u>BEFORE</u> you make the call.

4. Be prepared to do some <u>active listening</u> with parents. They may be angry with the school as well as with their child when you inform them about attendance or academic problems. Hear them out before making any suggestions.

5. Have at least one suggestion in mind that might improve a particular problem situation (e.g.; parent-student conference, parent phone calls to the attendance office, family counseling, etc.). Emphasize <u>parent</u> involvement and responsibility in your possible solutions. Be sure to ask parents for their imput: "What do you think would help Karen improve in English?"

6. Have at least one positive comment to make about each student that you call. Let the parents know you believe

that the situation is not hopeless, even though they might. Indicate that you expect to see positive progress and will keep working with the faimly to achieve this.

7. Follow through with your promise to parents. If you agree to call back at a certain time, make sure this is done. If you agree to get additional information, make sure the parent gets this. Most parents have been frustrated in their communication with the schools. Your contact should be a positive experience for them.

8. Remember to record the date of your call and a brief summary of the interaction on the parent phone cards. It's important for us to have records of what has been done so our attention can be divided equally among project students according to their needs.

HOW TO USE GUIDANCE ACTIVITIES IN THE CLASSROOM

It would be impossible to write a set of activities that could be used in any classroom with any particular group of students. Those included in this manual are merely suggestions. Some are directed toward the student; some toward the teacher or classroom counselors. All require thoughtful introduction to make them work. The following steps are important to ensure success. Some steps are designed to use with help from cooperating teachers.

I. So that the continuity of regular on-going classroom activities will not be broken, it is important to introduce any guidance activity either to your cooperating teacher, or in turn to the students, by making it DIRECTLY RELEVANT to the class.

EX. If you would like to introduce a self-awareness activity in a classroom, approach the cooperating teacher and comment that you have noticed that several students (mention names) have problems completing tasks and seem to have no goal in mind. Suggest that it might help to have the students set some goals for that class and that you know an exercise that might help.

II. Next, ask whether the teacher would be willing to set a time for the exercise to take place. If you have trouble getting a definite commitment, you haven't completed step I successfully. Try another approach to convince the teacher that the activity is necessary.

III. Set the stage. Comment to students as you work with them individually or in groups about the need for skill development in the guidance area you have chosen to introduce. Reinforce this need for the teacher by further observations.

IV. If at all possible, lead the exercise yourself as a model for the teacher. Have the teacher introduce the exercise as a class activity with an important purpose:

EX. "Mark and I have been noticing that some students have had trouble completing assignments. Some of you may need to set goals for yourself in this class. I've asked Mark to help me with this because I think it's important--you won't be able to diagram sentences, throw a pot, or do math problems (whatever) until you get straight what you want for yourself.

V. Make sure that you tailor the activity from the manual to that particular class. If you see a need to do an activity on how to complete assignments and the manual activity on "How to Do Homework" doesn't fit since the class only requires in-class projects, CHANGE THE WORDING OF THE ACTIVITY ACCORDINGLY.

VI. Follow-up after presenting the exercise. Ask for the teacher's feedback. Look for results in student behavior or attitude and report these to the teacher. Ask students for their reactions.

VII. HOPEFULLY, your way of introducing and following through on these activities will be so successful that students and teachers will both ask for more. If this doesn't happen, ask for help from the classroom counselor or the school counselor. THE GOAL is that the teacher will see the need to combine guidance with the curriculum.

KNOW YOUR SCHOOL

KNOW YOUR SCHOOL
ORGANIZATION, POLICIES, AND OPPORTUNITIES

To The Administrator:

This section deals with general school information which will be needed by anyone who is not already a part of the regular school staff (community agency counselors, tutors, volunteers).

To function effectively on your school campus, staff will need to be familiar with such information as the physical layout of your school, the bell schedule, regular school calendar, emergency alarms and procedures, and the staff organizational pattern.

Local Pages for this section of your manual should include:

School Map
Bell Schedule
School Calendar
Emergency Alarms and Procedures
Staff Members
Graduation Requirements
Career and Vocational Programs
School Philosophy
School Rules
Disciplinary Policy
Suspension Policy
Tardy/Absence Procedures
Student Bill of Rights

Copies of the informational handouts from your school, mentioned above; corresponding to the appropriate pages in the table of contents.

The following information should also be included in the handbook and can be discussed at orientation meetings: how to look up grades from the counselor or registrar; how to look up attendance and enrollment data; how to look up teachers' classes and schedules of individual students; how to find class lists of individual teachers; how to find addresses and telephone numbers; how to find information to talk with parents, teachers, and/or students.

To have an effective program on your campus, inservice is mandatory. Community representatives and school staff frequently mis-communicate. The community representative may not know about or understand the importance of school policies and procedures. The school also needs to be aware of the constraints under which the community agency representative, college student, or community volunteer is working. A preservice session provides the opportunity to discuss these important issues.

The preservice session should include:

1. an activity to get acquainted.
2. school organizations: information about school philosophy, school rules, discipline, permission to leave campus.
3. graduation and credit information
4. information sources: schedules of students, grades, addresses and telephone numbers, teachers preparation periods, etc.
5. information about the role of the community representative and expectations of what student benefits will result from the representative coordinating services with the high school.
6. any forms needed by the agency school can be completed at this inservice meeting.
7. summary and planning for the next session.

Weekly inservice sessions and planning meetings may be needed for representatives meeting on campus. Those agencies working with students off campus can participate in a monthly planning meeting.

A preservice meeting and an annual follow-up meeting is recommended for the directors of the agencies providing representatives, the college supervising volunteers, and the principal or district office representatives from the school district. A very brief overview of important philosophy and procedures should be available.

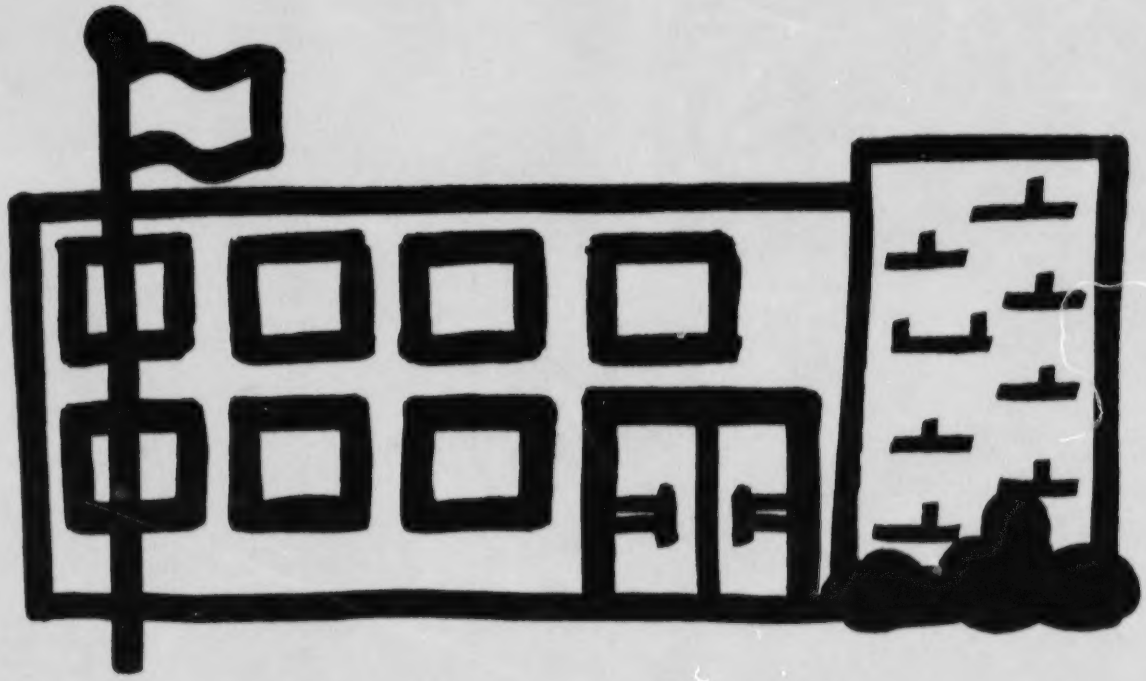
To The Classroom Counselor:

To function on this campus, you will need to be familiar with the information in the next few pages, the school map, the bell schedule, regular school calendar, emergency alarms and procedures, and the staff and organizational pattern. To work effectively with students you will need to know graduation requirements, recommended four year programs, philosophy and goals. These policies will be most important: attendance, behavior, discipline, permission to leave campus. These major policies have been included in this section for your information as well as for use with students.

Other policies are available in handbooks in the HOLD office. These will be discussed as needed in staff meetings.

Retrieval of the following information will be covered in staff meetings: how to look up grades from the counselor or registrar; how to use cum folders; how to look up attendance and enrollment data; how to look up teachers, classes and periods of individual students; how to find class lists of individual teachers; how to find addresses and telephone numbers and information about school clubs and activities. You will need this information to talk with parents, teachers, and/or students.

The daily bulletin and weekly calendar will be posted and should be read.



Explaining information included in this section, on school policies and opportunities an initial student interview is often a non-threatening way to begin working with students. Some students are already familiar with this material; many are not. Some need reminding; many need to re-evaluate their progress in terms of school requirements.

A good source of information would be guidance department publications. Check with your school's guidance department to see if they publish a booklet specifying graduation requirements and a list of available classes with a brief description of each class.

It is important that students evaluate their programs quarterly. Program changes can be made through guidance counselors. Changes should be necessary for quarter and semester classes, and may be needed for students who are misplaced in classes. Find out the names of the guidance counselors and respective case loads.

When familiarized with course requirements, classroom counselors can serve as trouble shooters concerning student program changes and scheduling. However, it is important that classroom counselors first consult with the students, guidance counselor, teacher, and possibly parents when recommending a program change. This will insure that the students' long range academic goals will be met by the change, and that the student receives a consistent message about school progress from all concerned parties.

This section can be utililized in a variety of ways. One would be able to make a short presentation to an entire class once a week on an appropriate section. This needs to be worked out with the teacher. This "drip method" of learning is frequently fully successful. Another method might be to have a discussion with an entire class or a small group about a policy or requirement. The information can also be used in counseling individual students. Staff meetings can be used to share techniques that are successful.

(Sample Form)

WATSONVILLE HIGH SCHOOL GRADUATION REQUIREMENTS

A total of 220 SEMESTER CREDITS earned in high school shall be required for graduation. Earned credits mean that a "Pass" or a grade of D or better has been received in all courses of required instruction. The requirement of 220 semester credits may be reduced for transfer students whose previous school program did not permit the earning of 60 semester credits per year. High school students in this district can normally earn 30 units of credit per semester.

(a) "semester period" and the "time equivalent to a semester period" mean:

(1) one period of 40-60 minutes of instructional time per week throughout one semester of no less than 17 weeks

(2) a minimum of twelve clock hours of instructional time provided during the academic year or in summer school

(b) "semester period" and the "content equivalent to a semester period" mean:

(1) while the content to be covered is planned within the time frames referred to in (a), a student may be granted one semester period of credit even though the student spends less than the aforementioned amount of time in completing the necessary work.

SUBJECT AREA REQUIREMENTS

ENGLISH: A student must pass twenty semester periods of English as approved by the school. Courses in these twenty semester periods shall develop skills in grammar and composition,

oral communication and reading. Entering ninth grade students who have below seventh grade reading proficiency shall be enrolled in a reading improvement course.

MATHEMATICS: A student must pass ten semester periods of mathematics as approved by the school. This requirement may be waived by successful demonstration of proficiencies as required by the school.

SOCIAL SCIENCE: Each student must pass twenty semester periods of social science including courses in Local Government, U.S. History and U.S. Government as approved by the school. In addition, each student must enroll in ten additional semester periods of social science. History and government requirements may be waived by successful demonstration of proficiencies as required by the school.

SCIENCE: Each student must pass ten semester periods of science as approved by the school. This requirement may be waived by successful demonstration of proficiencies as required by the school.

PHYSICAL EDUCATION: A student must be enrolled during each semester of attendance in the ninth and tenth grades. Physical Education shall be optional (elective) for junior and senior students. The number of semester periods of physical education required shall be 20 (twenty) for all classes. Variable credit (maximum 2½) is earned for each quarter of attendance.

OTHER REQUIRE-MENTS: Instruction included in the Education Code:

Driver Education
First Aid
Narcotics, Dangerous Drugs, and Alcohol
Fire Prevention
Safety & Accident Prevention
Health

(Sample Form)

SPECIAL CAREER PROGRAMS

Students may need help to take advantage of these programs. More information is available in the office.

Regional Occupational Program PRESENTS

R.O.P programs are open to 11th and 12th graders through the Career Center. These classes prepare students for skilled jobs. Some are: Bank teller, Food Service, Forest Management, Mechanical Servicing (fix T.V.'s), Beauty School, Long Distance Telephone Operator.

Counselors can sign students up.

IWE - OWE

IWE - Inside Work Experience

Student teacher, student secretary, student clerk, student patrol - maximum 5 units per semester, Juniors and Seniors only

WORK AROUND THE SCHOOL FOR EXPERIENCE AND CREDIT

OWE - Outside Work Experience

Get a job. Get credit. Earn money.

Maximum 10 units per semester

MAXIMUM CREDIT FOR OWE AND IWE IS 40 UNITS CREDITED FOR GRADUATION.

Other job training available: See the Wildcat Way or the Department teachers: Agriculture Department, Business Education Dept., and Industrial Arts Department

(Sample Form)

POLICY ON TARDINESS

1. A student who reports to his assigned place or at his assigned station after the "tardy bell" rings is officially tardy for the respective period.

2. All tardiness without the presentation of an "excused tardy slip" by the student at the time of reporting to a class or station is unexcused, and the student remains in the classroom or at his/her station.

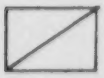
3. In all cases, the issuance or presentation of an "excused tardy slip" indicates an excused tardy.

4. "Excused tardy slips" are to be issued only by the faculty members or the office directly concerned with or involved in the respective tardiness.

5. All teachers will maintain a record of tardies and absences, excused and unexcused. (California Administrative Code, Title V - 401-C) Because the teacher's roll book is the legal record of recording absences and tardies it is important that the following marks be used by all teachers to record absences and tardies:

Excused absence

Excused tardy

 Unexcused absence

Unexcused tardy

6. Procedure for referrals for excessive tardiness.
   a. The students, parents and counselor shall be notified when the student has three unexcused tardies. Use the "Notice of Attendance Irregularity." This notice is to be turned in to the appropriate counselor.
      1) The counselor will send the original to the parents, file the copy and try to call the student in for a conference.

b. Upon the fifth unexcused tardy the student shall be referred to the counselor and a parent conference is to be held.

c. Upon the seventh unexcused tardy the student is referred to the Assistant Principal and a parent conference is to be held.

d. Upon the eighth unexcused tardy the student is referred to the Assistant Principal and a parent conference is to be held.

e. Upon the ninth unexcused tardy the student will be sent to LSARB (Local School Attendance Review Board).

CLASSROOM GUIDANCE ACTIVITIES

CLASSROOM GUIDANCE ACTIVITIES
INTRODUCTION

The following section of the manual consists of strategies and information designed to incorporate guidance activities directly into the classroom. The section is divided into two parts; the first outlines self-awareness and communication skills. The second examines specific classroom learning skills. The self-awareness and communication area concentrates on the processes of behavioral change through such strategies as objective setting and communication exercises for the classroom. The section on learning skills concentrates more specifically on the content area of classroom learning. Activities for homework improvement, study skills, and reading improvement are provided to help improve academic success. These guidance activities are suggested methods in which the guidance intern or counselor can work directly with teachers and students to improve motivation and behavior in the classroom.

In addition to the guidance intern, a variety of personnel can utilize these guidance activities in the classroom. Community agencies can bring staff into the classroom to incorporate these activities within the context of their services. Secondly, contacts can be made at local universities and colleges to utilize graduate student services in the program. Graduate students can be used as tutors or teacher aides and incorporate the guidance activities into their curriculum.

Within the school, an inservice program can be designed for training of teachers and teacher aides. The program focus would be specifically on guidance within the classroom. Activities could be used to incorporate the guidance concepts into a curriculum context. Inservice training would provide an approach to help improve student motivation and classroom management.

Setting Objectives For School And Personal Change.

Ask students to begin thinking about changes they would like to make at home and at school. Give some starting points: making new friends, better attendance, higher grades. Tell them they will be asked to set two clear objectives for the school year. Write three questions on the board that students should be able to answer if their objectives are CLEAR.

Does it make clear what I'll be able to do when I reach my goal?

Does it include a time deadline?

Is there some way I can judge whether I've reached my goal?

Have students print C beside each objective below that is CLEAR and U beside each that is UNCLEAR: (Write on board or paper.)

Have students print C beside each objective below that is CLEAR and U beside each that is UNCLEAR: (Write on board or paper.)

_____ I want to make five new friends by January.
_____ I want to have a better life than my parents.
_____ I want to get married before I'm 25 years old.
_____ I want B's in at least 2 subjects this quarter.
_____ I want to be happy.
_____ I am to make money.

After students have practiced with clear and unclear goals, have them go through the process of setting goals as explained on the next few pages.

OBJECTIVE SETTING LESSON PLAN

To The Counselor:

The following is a step by step procedure to help students set objectives that are "monitorable" and useful.

GOAL: As counselors we will find it useful to be familiar with an objective setting process with which we can help students learn.

Group size: individual, small, total class

Time required: 15 minutes

Materials: student form, the process of objective setting

OBJECTIVE: Given a Social Studies class, the counselor will set objectives so 90% of the students will set objectives and 75% will pass them.

These instructions refer to the student form.

1. Have the student describe the successful history student. Describe the behaviors that the student does that makes him (her) successful: i.e.; turns in assignments--participates in class (List on board).

2. Have indivdual student choose 3 behaviors that would personally help the student be more successful. Star the most important one.

3. Write an objective for the starred item. The objective must be "do-able", measurable. It should tell what the student will do, when he will do it, and how well it will be done.

This objective is the one HOLD will monitor.

EXAMPLES ARE: I will pass 5 classes this quarter
I will raise my grade from a D to a C this quarter.

4. TEST Sample objectives: Use this teat; Have students indicate which is a measurable objective: Let me show you how I can

   a.) I can raise my hand in class
   b.) I can like school better

5. Specify the exact behavior the student needs to do to make the objective using samples on the chalkboard. i.e.; Objective - I will raise my grade from a D to C.

Get a C in Social Studies

↓

Pass the next week

↓

Do homework

↓

Study for exam

This breaking down of behavior helps the student determine the exact behaviors they need to do in order to pass.

6. Check back time.

Set a definite time when the objective will be checked.

*Remember to keep in mind where the student is before setting objectives. Small realistic objectives are more meaningful and reachable than sweeping goals out of the students' reach.

STUDENT WORKSHEET

NAME _____

TEACHER _____

OBJECTIVE SETTING

1. Describe the successful _____ student. List the exact behaviors a successful student does--in that class or school performance area.

   1) _____ 4) _____

   2) _____ 5) _____

   3) _____ 6) _____

2. Sort and write down 3 behaviors that would personally help you be more successful. Choose the most important one for you. Mark with a (*).

   1) _____

   2) _____

   3) _____

3. Write an objective for the starred item. The objective must be a goal that you can do and that you can measure.

   _____

   _____

4. Test your objective. "Let me show you how I can: _____

   _____

   _____."

   Can your counselor see you do it? Yes ____ No ____

5. List the exact behaviors involved in reaching that objective.

   _____

   _____

   _____

6. Set a check-back time when you will check your progress with your counselor. Write this here: _____

   _____

TAREA DE ESTUDIANTE

NOMBRE _____

PROFESOR _____

GANAR MÁS DE LA CLASE

1. Describe el estudiante de éxito (exactamente lo que hace).

   1) _____ 4) _____

   2) _____ 5) _____

   3) _____ 6) _____

2. Escribe 3 cosas que pueda hacer a tener más éxito en esta clase. Escoje el más importante. Marcarlo con estrella (*).

   1) _____

   2) _____

   3) _____

3. Excribe una meta personal de la cual tiene la estrella. Diga que hará; cuando lo hará; como pueda saber si tuvo éxito.

   _____

   _____

4. Examine su meta. Dejame ensenar o mostrar como lo hará. _____

   _____

   _____

   ¿Es posible? Si ____ No ____

5. ¿Qué otras cosas debes hacer para tener éxito?

   _____

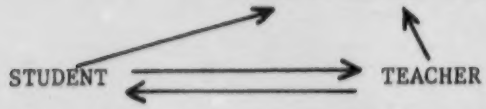
   _____

   _____

6. ¿Cuando va a verificarlo? Escribe esto aqui: _____

   _____

IMPROVING COMMUNICATION



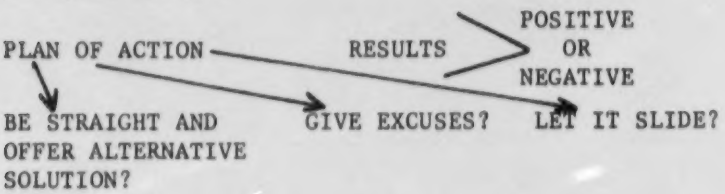
STUDENTS: WHAT KINDS OF PROBLEMS DO YOU NEED TO SOLVE??

EXAMPLES:

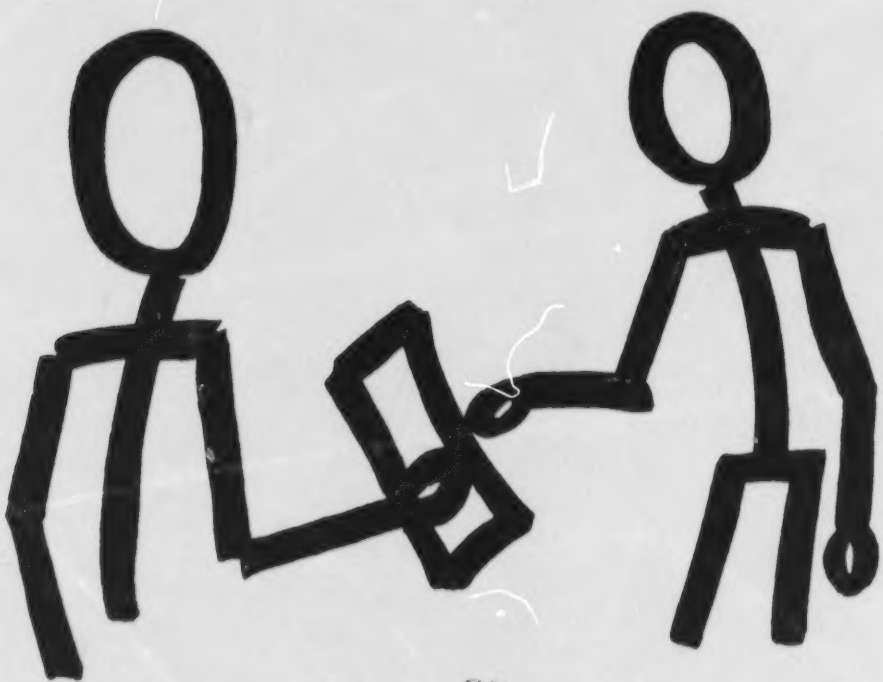
- Getting work back?
- Disagreeing with Teacher's evaluation?
- Missing Assignments/Classes?
- Not understanding assignments/classwork?
- Losing Assignments?

HOW DO YOU GO ABOUT SOLVING YOUR PROBLEMS???

STUDENT CHOICES:



HOW DO YOU GET POSITIVE RESULTS???



LEARNING TO SHARE IN A GROUP SETTING

This section is designed to help students experience a sense of self in the classroom group setting. Several exercises have been suggested to develop this skill; every student must complete one of these though it is certainly desirable to introduce as many experiences as the class structure permits. Try to choose exercises that best meet the needs of the students in each particular class.

As exercises are completed, please check the column marked I under Self-Awareness on the Skills Chart. If the student completes more than one exercise that promotes sharing in a group, mark how many were completed and record the date.

EX.:

NAMES OF STUDENTS	SELF-AWARENESS I	II	III	
	10/2			date last exercise was completed
Lupe Ortiz	2			number of exercises

TREASURE HUNT ACTIVITY

This exercise is designed to help students get to know each other, share personal information about themselves, and promote a sense of group identity in the classroom.

Directions:
- Divide students into three groups. This can easily be done by having them "count off" 1-2-3, etc. Give 1's sheet #1, etc. (See pages following)
- Explain that students are to go around the room to find out the answers to the questions on their sheets. They will have 15 minutes.
- After 15 minutes, call TIME. Ask students to form three groups for discussion (1's together, etc.) They will need to choose a leader who will be responsible for leading discussion in the group (or you may want to appoint one).
- Write the following questions on the board or butcher paper or give each leader an index card on which you have written these questions ahead of time:

- Did you ask anyone for help? How?
- How was it for you to go around and ask people questions? Did you go up to other students or did they come to you?
- What did you feel when you first started the exercise? How do you feel now?
- What did you notice about how other students acted during the exercise?
- Did anything you find out surprise you?

Your role during these small group discussions should be one of "floating facilitator" to make sure students stay on-task. Encourage the classroom teacher to join you in this role.

* Reconvene the entire class for large-group sharing to complete the activity:

- What did you learn about students in this class that was interesting to you?
- How did you feel about doing this exercise?
- Have you feelings toward this class changed?
- How?
- What will you remember about this exercise? What did you learn?
- What will you do differently when you come to class tomorrow?

TREASURE HUNT: GROUP I

FIND OUT the answers to these questions and write them down. You should have 10 different names.

1. A student who can wiggle his/her ears: _____.
2. A student whose birthday is the same month as yours: _____.
3. A student who traveled outside California this summer: _____.
4. A student who has never smoked cigarettes: _____.
5. A student who is new to this high school this year: _____.
6. A student who likes sunflower seeds: _____.
7. A student who is good at drawing or painting: _____.
8. A student who has never been to the Vice Principal's office: _____.
9. A student who has more than five brothers and/or sisters: _____.
10. A student who sings, dances, or plays a musical instrument: _____.

TREASURE HUNT: GROUP II

FIND OUT the answers to these questions and write them down. You should have 10 different names.

1. A student who is bi-lingual: _____.
2. A student who has been to a rock concert in Santa Cruz or San Jose: _____.
3. A student with a friendly smile: _____.
4. A student who has two different colored eyes: _____.
5. A student who has more than three pet animals at home: _____.
6. A student who has won a prize for being good at sports: _____.
7. A student who has a grandmother or grandfather living at home: _____.
8. A student who has been to Mexico in the last year: _____.
9. A student who has two brothers or sisters younger than three years old: _____.
10. A student who has been snow skiing: _____.

TREASURE HUNT: III

FIND OUT the answers to these questions and write them down. You should have 10 different names.

1. A student who is the youngest in his/her family:
   _____.
2. The student with the longest hair in the class:
   _____.
3. A student who has planted flowers or vegetables:
   _____.
4. A student who knows how to ride horses: _____.
5. A student who has a middle name that is the same as yours:
   _____.
6. A student with at least 2 cats at home: _____.
7. A student who has been to more than three of our high school football games: _____.
8. A student who does not know the capitol of California:
   _____.
9. A student who does not know the name of the principal:
   _____.
10. A student who has never been swimming in the ocean:
    _____.

FEEDBACK CARDS ACTIVITY

This activity is helpful in promoting the sharing of positive feedback between students instead of put-downs. This experience also gives students an awareness of themselves as they are seen by others in the classroom.

Directions: Have students write their names at the top of an index card or 3 x 5 size sheet of paper.

Collect cards and shuffle. Then pass out cards to students with names facing downward. Ask students to write down one thing they like about the person whose name appears on the card they drew. Give suggestions such as: their smile, the way they listen to other students, the way they look, etc. They are to do this QUIETLY without sharing the name or what they write.

Collect the cards, reshuffle, and repeat 4 or 5 time.

Pass back the cards so that students have the ones with their names on them. Give them a few minutes to read what others have written. NOTE: If students are resistant to the exercise (i.e., claim they can't think of anything "good" to say), help them individually with the classroom teacher's help. Flip through the cards as they are turned in to make sure remarks are positive.

Ask the class to discuss their experiences:

How did you feel when you read your card?
Do students remember to say nice things about each other? Why not?
Was it difficult to think of positive things to write? Why do you think this is true?
Would any of you feel comfortable saying out loud what you have written to one of the students whose name you drew? (If so, give volunteers a chance to do this. Respect the right to PASS).
What did you learn from this activity? What will be different for you about being in this class?
What did you learn about yourself? How is it important to you?

SELF PORTRAITS

Sometimes, activities which allow students to express themselves in a visual or artistic way present the best vehicles for self-awareness. The following are suggested ideas for this type of activity:

1. Hand out magic markers, colored pencils, sheets of paper. Ask students to draw pictures of themselves or pictures of each other if they would link to work in pairs. Give them a 15 minute limit to complete (without name) the drawings. Collect portraits; shuffle. Hand them out face down. Have students guess whose portrait they have drawn and paid up with that student. In dyads, they are to complete these sentences with each other: "What I like about your portrait is ..." and "What I like about you is ....". They may also take turns commenting on the details of the portraits. Then reconvene the large group and discuss:

   What did you like about this exercise?
   Did you follow directions?
   Where did you get stuck?
   Was it hard to draw a picture of yourself?
   Why was it hard?
   What did you learn about yourself? About your partner?

2. Distribute old magazines or pictures that have already been cut from magazines. Ask students to make a collage that represents how they see themselves and that could be used to introduce them to another person who did not know them well. You will need to provide scissors, glue, and paper as well as magazines, pictures and newspapers. You may want to plan ahead and have students bring these items to class. Instruct students to include pictures, articles, or slogans in order to protray themselves, their likes, dislikes, talents, problems, etc. Give a time limit. Then follow the procedures above so that students can share the results.
3. Give each student a long strip of paper and a marker or crayon. Ask them to make a "bumper sticker" that they would like to have on their bicycle, car, or motorcycle. At the end of ten minutes

.. call TIME. Ask each student to share their sticker with the class (they may pass). Then encourage them to discuss their experiences:

What was your favorite sticker?

How did you feel about sharing yours with the group?

Did the group listen to you?

Were they interested?

How did you know?

Would anyone like to share what they learned about another student?

What do these stickers tell you about the students in this class?

GAINING CONSENSUS

This activity extends the getting acquainted process while it introduces the element of comparing each person's views on a problem on which a certain amount of disagreement is likely. The problem is not explicitly school-related though its implications are definately pertinent to school situations. Group leaders should keep the group interaction light and positive and do what they can to ensure that no one person will feel defensive.

The Gaining Consensus activity uses a values clarification exercise called "Positives". Two identical lists of positive qualities that a person may possess are prepared. The group leader gives the group members each a copy of this list and asks them to rearrange the qualities into two clusters. One cluster is to be the three most important qualities for adults. The other cluster will be the three least important qualities for adults. Each group member works alone and fills out the "Positives A" page according to his/her own value system. When all lists are done, have members explain their choices and give reasons for each one. Finally, have the group make an effort to reach a consensus (agreement) about which qualities belong to each cluster. (Note to small-group leaders: this first effort to obtain group consensus may not entirely succeed, but it will give the group some experience in comparing their differing attitudes and will provide them with the basis for future efforts.)

Next, the group leader gives each member a copy of the "Positives B" list. This time they are to cluster the qualities as they apply to a teen-ager (remember, the first time around, they were to apply to an adult).

While completing the ranking for teen-agers, group members should be discouraged from looking at their ranking for adults. When the group has completed its second ranking, each group member should then look back at this "adult" list and compare the two. In almost every case, it will be clear that most people apply different standards of behavior to adolescents than they do to adults. Again, have each group member share cluster rankings and help the group discuss the discrepancies. Group members should explain the rankings. In the course of this discussion, it

is likely that some group members may change their minds and their rankings.

Point out that working together to reach consensus often leads to changes in individual viewpoints.

POSITIVES A

Listed below are statements which describe adults. Read the list and select the three most important or desirable qualities for adults and the three least desirable.

Each group member should take two minutes to explain his choices and the reasons for them. After that, the group as a whole should make an attempt to arrive at group consensus or agreement, on the three most important or desirable and the three least important or desirable.

It will be difficult for you to select the three most and least desirable qualities, but force yourself to make the necessary judgment.

MOST IMPORTANT OR DESIRABLE:

1. _____
2. _____
3. _____

LEAST IMPORTANT OR DESIRABLE:

1. _____
2. _____
3. _____

Loyal to his/her organization or employer
Accountable and trustworthy
Clean and careful in appearance
Inquisitive
Able to communicate with others
Cooperative and works in harmony with others
Independent and self-reliant
Ability to make friends
Respectful of others
Carefree and can have a good time
Constructive and creative
Tries to do what others want done

POSITIVES B

Listed below are statements which describe high school students. Read the list and select the three most important or desirable qualities for high school students and the three least desirable.

Each group member should take two minutes to explain his choices and the reasons for them. After that, the group as a whole should make an attempt to arrive at group consensus or agreement, on the three most important or desirable and the three least important or desirable.

It will be difficult for you to select the three most and least desirable qualities, but force yourself to make the necessary judgment.

MOST IMPORTANT OR DESIRABLE:

1. _____
2. _____
3. _____

LEASE IMPORTANT OR DESIRABLE:

1. _____
2. _____
3. _____

Loyal to his/her organization or employer
Accountable and trustworthy
Clean and careful in appearance
Inquisitive
Able to communicate with others
Cooperative and works in harmony with others
Independent and self-reliant
Ability to make friends
Respectful of others
Carefree and can have a good time
Constructive and creative
Tries to do what others want done

RESPONSIBILTIY LESSON

Write the following sentence on the board or on butcher paper:

I AM THE ONLY PERSON RESPONSIBLE FOR WHAT I DO

Challenge students to think of times that this is not true (What other people control what happens to you?) Discussion can be guided so that they realize that, although they may feel that others control them, they are in control because they make choices of how to act when faced with rules or expectations from others (parents, teachers, friends, vice-principals, etc.)

Have students brainstorm what they are NOT responsible for at home and at school and list these on butcher paper. The list may include items that they want parents and teachers to take care of like paying for groceries, cooking dinner, making up tests for class, assigning homework, etc.

Next, have students write down all tasks that they are willing to accept responsibility for at home and school. It is a good idea to have students work in small groups of 4-5 with a volunteer secretary. Then reconvene the complete class to compile a master list of school responsibilities to hang up in the classroom and a master list of home responsibilities which can also be recorded on butcher paper.

It is especially important to have students list what they will be responsible for in that particular classroom. You may also go one step farther and have them decide consequences for not meeting each responsibility, listing each consequence on the butcher paper chart opposite the matching responsibility:

EX.	Responsibility	Consequence
	Getting to class on time	Staying after class to make up late time

When the chart is finished, it should be hung in the room as a visual resource for both teachers and students.

The final step is to help students organize what they have learned from this exercise by filling in a responsibility chart. This should be done on an individual basis and checked off by interns.

RESPONSIBILITY CHART

NAME: _____ DATE: _____

TEACHER: _____ PERIOD: _____

RESPONSIBILITIES FOR THIS CLASS:	Behav/Attend	Materials	Assignments
	1.	1.	1.
	2.	2.	2.
	3.	3.	3.
	4.	4.	4.

Other classes:
1.
2.
3.
4.
5.

HOME:	DAILY JOBS	WEEKLY	OCCASIONAL JOBS
1.			
2.			
3.			
4.			

LEARNING SKILLS

HOMEWORK

"What homework?"

"Yea, I got my homework -- I copied it off Tom."

"The homework he gives is B.S. -- I'm not going to waste my time."

"They never collect it."

"I'll do it in the morning before school"

An anti-homework sentiment runs strong in the HOLD students. To counteract this and the failure it gives rise to, it is important to build realistic attitudes about homework early in the semester. As negative attitudes toward homework need to be addressed, so do concrete methods of doing homework need to be presented so that homework done is understood by the student and accepted by the teacher.

With the HOLD student in mind, homework can be broken down like this:

Why homework:	(ATTITUDE)
Getting it done	(METHOD)

ATTITUDES TOWARD HOMEWORK/SUGGESTED ACTIVITIES

DISCUSSION

Doing homework means:

being responsible

keeping up with teacher and other students

being prepared for the next day's class

understanding and/or remembering what went on in class today

getting more (or special) information on subject you are studying

passing the class

ROLE-PLAYING: How does it feel?

Present one of the roles to the group. Have one student respond to how she/he feels when in that situation. Go through the remaining roles, having the students give their feelings, compare the situations (which are most familiar, which ones they can handle, etc.). Conclude the exercise by having the students each verbalize his/her opinion (attitude) towards homework; and discuss where the attitude will get him, what's good about it, what needs to be changed, etc.

ROLE 1. You have your homework to turn in -- only you didn't do it. You copied it from a friend in the class. Now that it's time to hand it in, you're not sure that your friend did it right. How do you feel?

ROLE 2. You don't have the homework that was supposed to be done today. You went out with your friends after school. When you got home, you were going to do it but you saw your brother watching TV and you joined him. After you saw two shows you were too tired to do your homework. Now that it's time to turn it in, how do you feel?

(Have students present situations to role-play)

METHOD FOR DOING HOMEWORK/SUGGESTED ACTIVITIES

DISCUSSION

1. HEARING that an assignment has been given.

What are common ways a teacher lets you know that homework is expected?

Examples:

"In order to pass this class..."
"By Friday, be ready to turn in..."
"For tomorrow....."
"For the test....."
etc.

2. UNDERSTANDING what's expected in the assignment.

When an assignment has been given, students should be able to answer for themselves these questions:

a. What type of activity is the homework?
(i.e., reading, memorizing, writing a paper)?

b. When is it due?

c. How do I do it?
1. What materials are needed?
2. How much time will it take?
3. Where will I do it?
(discuss suitable environments for doing homework)

d. What steps do I have to take to complete it?
(example)
1. Choose a topic
2. Go to the library, find three articles about topics
3. Read articles
4. Outline
5. Write a rough draft
6. Correct, edit, rewrite, etc.

Until the students internalize this approach, have them work through this process on the Assignment Worksheet. When this process becomes second nature for the students, the shorter Homework Record Sheet is adequate.

ASSIGNMENT WORKSHEET

STUDENT'S NAME _____ DATE _____

WHAT IS THE ASSIGNMENT?

WHEN IS IT DUE?

WHAT MATERIALS DO I NEED TO DO IT?

WHAT STEPS DO I NEED TO TAKE TO COMPLETE IT?

1.
2.
3.
4.
5.

HOW LONG WILL IT TAKE ME TO DO THIS ASSIGNMENT? (approximately)

WHEN/WHERE WILL I DO THIS ASSIGNMENT?

THIS ASSIGNMENT IS IMPORTANT BECAUSE _____

_____

HOMEWORK RECORD SHEET

_____
(STUDENT'S NAME)

Today's date	Assignment	Date due	Date Complete

HOW TO TALK TO TEACHERS ABOUT A PROBLEM

Most students go to their counselors when they have problems in a class. Why? Because they are afraid to talk to the teacher. They are afraid that the teacher will "yell" at them or that they will not know what to say and the teacher will think they are stupid.

Still, think about it, the students who get the best grades talk with teachers. You can learn to do it too.

I. First, think of a problem you have in one of your classes. It might be that you do not understand the work, want to change your seat, think you deserve higher grades, etc.

II. SET up a discussion with the teacher: "Mr. Jones, I'd like to talk with you. When's a good time?"

III. OWN your problem when you approach the teacher.
I am worried about.. DON'T BLAME THE TEACHER:
I don't understand.. Your work is too hard..
I need help with ... Your grades are unfair.

IV. BE WILLING to work with the teacher on the problem.

ASK: What do you think might help me?
or
What do you think I could do about this?

V. OFFER your ideas:
Tell the teacher: I've thought about it. Maybe I could...or maybe it would help if I.....

VI. LOOK AT possible solutions WITH the teacher...then AGREE on a solution:

I am going to.....
The teacher will ...

NOW choose a partner to work with (someone you don't know well is is best for this) or your teacher may assign you a partner.

Take turns going through the steps on the first page. One of you will be the teacher and the other will play themselves. After you have followed through all 6 steps, CHANGE ROLES.

WHEN YOU FINISH, write a short paragraph about your experience. Explain what it was like for you to play the teacher, how closely you followed the 6 steps, where you got "stuck", what you learned.

YOUR PARAGRAPH:

Think: WHEN will you approach a teacher with a problem using what you learned today?

SET IT UP: Write below what problem you have thought of and a date when you will talk to the teacher.....

_____

_____

_____

***CHECKPOINT: Turn this page into your teacher or group leader today.

Teacher will check back with you on _____.
(Date)

TAKING NOTES

To get the most out of lecture-style classes and text books, clear concise note taking is a must. By writing down the important points of a lecture or text, a student can focus his learning and also highlight what the teacher will most likely test on.

Review with students the outline form of taking notes. Each lecture and text chapter generally has a main theme with supporting facts and/or sub-themes. Use one of their chapters as an example and give them practice in pulling out the main points.

Have the students follow these steps in taking notes:

1. During the lecture, take notes on the right hand side of the paper. Leave a large margin on the left.

2. After the lecture, take several minutes to turn your outline into test questions. The main theme and sub-topics can be turned into questions. Usually each lecture will supply you with three to seven good exam questions. They should be written in the left hand margin.
   (Do examples with the students)

3. At least once a week, review the questions you have asked. Quiz yourself, see how much you can recall.

ADDITIONAL TIPS

Use large pages of paper for notes

Date your notes

Don't put notes from more than one class on the same page.

ORGANIZING STUDY TIME

Determining Study Goals:

Have students ask themselves:
a. What do I have to do to pass this class?
b. What do I have to do to get an "A" or "B"?

EXAMPLES:
1. Participate in class discussion
2. Listen to lectures, take notes
3. Do homework
4. Pass tests and quizzes
5. Write a paper

THEN have them ask:

When do I have to accomplish each of these tasks?
How much time will each of these tasks take?

Setting up a Study Schedule:

Have students fill out a class calendar. The following may be used as a sample:

STUDY CALENDAR: Mark the days you will have tests, quizzes, assignments due, etc. Show which days and how much time you'll need to be prepared and ready to meet these deadlines.

October (month) — Everyday Economics (class)

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
2	3 30 min. Rd. Chpt #1 & do outline	4 take notes lect. Review notes at home (20 min)	5	6	7 Participate in group discussion**	8
9	10 Re-read notes (15 min)	11 Ask what will be on test STUDY 45 min	12 TEST on chap. #1			

**Students who have trouble participating in class discussions may set up an individual contract to talk with counselor one day per week and this date can be noted on the calendar.

STUDY CALENDAR

Mark the days that you will have tests, quizzes, assignments due, etc. Show which days are important and how much time you'll need for each task.

Month _____ Class _____

Sun	Mon	Tues	Wed	Thurs	Fri	Sat

USING REFERENCE MATERIALS

DISCUSSION:

WHERE do you go to get information:

PEOPLE? (Experts, parents, friends, teachers librarians)

PLACES? (Library, schools, information centers)

THINGS? (Books, newspapers, magazines, films, etc.)

THE LIBRARIAN: Emphasize that a librarian is an "expert" information finder. She can direct the student to any information source that's needed. Ask students how they feel about asking for help from the school or city librarian. Suggest that a lot of time and effort can be saved by asking <u>where can I look to find out about</u>? instead of wandering around the library, leafing through magazines, etc.

CONTENT AREA READING

Reading is an essential tool for success in school. Taking a reading class is only one means of improving reading skills. Reading is improved by learning to use texts and other materials in content area classes. Guidance workers in classes are in a unique position to help students improve reading as well as to improve subject matter knowledge.

Several ideas and techniques are included in this manual. The Right to Read Committee and file of collected activities are an excellent resource for further information.

The three information pages for teachers and guidance workers are:

"What to do if the student can't read the text"

"Improving Reading through the Assignment"

"Vocabulary Development Drip Method"

Specific teacher practices in each content area are available in the HOLD office and through Right to Read. These information sheets are to share with teachers and to use in working with students in tutoring capacity.

WHAT TO DO IF THE STUDENT CANNOT READ THE TEXTBOOK

If students in your room are able to decode the words but are having difficulty comprehending the material in content books, Dr. Harold Herber of Syracuse University suggests this:

A. All students read the same material

B. Questions students are required to answer, however, should be differentiated.

1. Students who still are having trouble comprehending directly stated facts should be given Literal type questions to answer. The student is allowed to parrot the author's words. He is also given the page number and paragraph number where the answer may be found.

2. Students with average comprehension abilities are given interpretive type questions to answer. The facts to answer these questions are given in various places in the material but must be put together and stated in the pupil's own words in order to answer the questions. The pupil is given the page numbers on which the facts he needs can be found.

3. Students with superior comprehension abilities are given application type questions to answer. The information to answer these questions if not directly stated in the text. However, by combining related information that is given with the student's reasoning powers the answers to the questions may be found.

C. All of these questions may be listed on one worksheet if a key is used to indicate what type of question each is. For example, one star could indicate literal questions, two stars could indicate interpretive type questions, three stars could indicate the application type question.

D. The teacher would assign specific students to answer all the questions with one star, others to answer all the ones with two stars, etc.

E. After completion, the answers are discussed in a total group situation so that all students hear answers to all questions, including those they did not answer themselves.

IMPROVING READING THROUGH THE ASSIGNMENT

A good assignment tells the students three things:

1. WHAT to do. (content)
2. WHY do it. (motivation)
3. HOW to do it. (skills)

In connection with (1) the teacher

a) gives the pupil information about books and other materials he is to use.
b) indicates approximately how much time and effort pupil is to expend
c) makes very clear what the pupil is expected to produce as a result of his work.

In connection with (2) the teacher

a) shows the pupil how the lesson relates to the large objectives of his ongoing work, how it connects with what has gone before.

b) demonstrates, whenever possible, the usefulness of what he is to do. "Usefulness" here is used in a broad sense to include such matters as pleasure in reading a play or the importance of some piece of historical information to the understanding of a current problem.

In connection with (3) the teacher

a) lets the pupil know thoroughly how he is to read or study by indicating clearly what kind of recall is expected.
   1) thorough recall--remember everything without aid
   2) only the main points
   3) recall only the points connected with certain topics (reading to locate and remember relevant facts)
   4) aided recall adequate for a true-false or multi-choice quiz
   5) recall accompanied by inference or critical thinking in order to write discussion - type answers or participate in class discussion

b) indicates the skills he is to use, always demonstrating them when they are new or difficult by doing a part of the assignment with the pupils.

VOCABULARY DEVELOPMENT

DRIP METHOD: a few minutes each day

no more than 10 words per week in each class

CHOOSE 10 words most important to understanding the content of the class that week

PRACTICE:

Monday - Introduce words and easy activity

1. Introduction: List words and read to students

   sample: 1. defeat
   2. prepare

2. Activity: list 10 words with correct spelling and two incorrect spellings; student is to circle correct spelling

   1. defeet defete defeat
   2. prepear prepare perpare

Tuesday - from a list of 25 words pick out the 10 vocabulary words or in a list of ten sentences pick out the vocabulary word

sample: "The army will be able to defeat the enemy."

Wednesday - cross word puzzle with the words

Thursday - speed spell

spell "defeat" as many times as you can in 6 seconds

Friday - TEST

This activity is appropriate for a full class or a small group. Reading will improve. Content mastery will improve.

(sample form)

✓ = Completion of skill

Class_____

Counselor_____

GUIDANCE SKILLS CHART

Student names	Self-Awareness			Study Skills						Attendance	Tardies	Assignments	Objective
	I	II	III	I	II	III	IV	V	VI				

ATTENDANCE PROGRAM

HOLD ATTENDANCE PROGRAM OVERVIEW

A major component of Project HOLD is the attendance program. It has been field tested with targeted chronic absentees. Criteria used to determine a student's eligibility for the attendance program include one or more of the following:

-identification of poor class attendance by teachers or counselor

-appearance of the student's name on the published chronic absence list

-absence of 20 or more full school days the previous year

The attendance program is an effective means of improving classroom attendance. Students meet daily on a one-to-one basis with a HOLD counselor intern. The counselor intern and student discuss the program and the student responsibility in two initial counseling interviews. Parents and teachers are advised of the student's attendance history and consulted about their roles in the attendance program. The student agrees to carry an attendance slip to each class every day for 3 weeks. Each teacher signs the slip and also indicates if the student arrived on time, completed daily work, has materials, or if a conference is needed. The student brings the completed slip daily to the HOLD counselor, and plans for the following day. If classes are cut during the daily program, the student begins again until he/she achieves 15 consecutive days of perfect attendance.

All significant individuals have a specific role. The counselor, peer, teachers, parents, and any para-professionals each have defined responsibilities, which are outlined in the following paragraphs. The most significant role is the student's understanding of the completion of the specific responsibilities assigned to him. The support roles all contribute to helping the student with his responsibilities.

The guidance counselor is the key person in the successful improvement of attendance. In the initial student interview the counselor reviews past attendance with the student and gains a committment to attend class. An objective is written with the steps to success indicated. The counselor also discusses class schedules, class requirements, credits earned, and appropriate strategies for class success. The counselor outlines the help that will be available to the student as he/she works on new school behaviors.

The counselor may also discuss career and educational goals and the relationship of the long rang goals with school attendance and success.

The guidance counselor is the link with the other helpers and the trouble-shooter when difficulties arise. She/he uses such techniques as case conferences, parent conferences or student interviews. The counselor guides the attendance specialist and/or peer counselor. He/she also maintains communication with the parents on a regular basis and refers parents as needed to school-sponsored or community groups in effective parenting. The counselor is involved in organizing information meetings, parent groups, and case conferences. The counselor has the final responsibility for facilitating communication between the student, attendance specialist or peer counselor, teacher and parents.

The attendance specialist, peer counselor, or intern encourages perfect attendance in the student through the development of a trusting relationship and an opportunity for daily successful performance. The student's educational and personal goals are reviewed in relation to the attendance program on an ongoing basis. Daily positive reinforcement for completed attendance slips also provides the student with incentive for successfully completing the program. The daily contact person, peer, intern or attendance counselor works closely with school guidance counselors who trouble-shoot when the student is not following through on committments.

Parents play an important role in the success of HOLD students. The parents are contacted regularly concerning progress made by the student. Parents are encouraged to provide positive reinforcement for their student at home for success in school. When students are not following through on their committments to the attendance program, case conferences are held where the student, parents, and staff members try to resolve the problem.

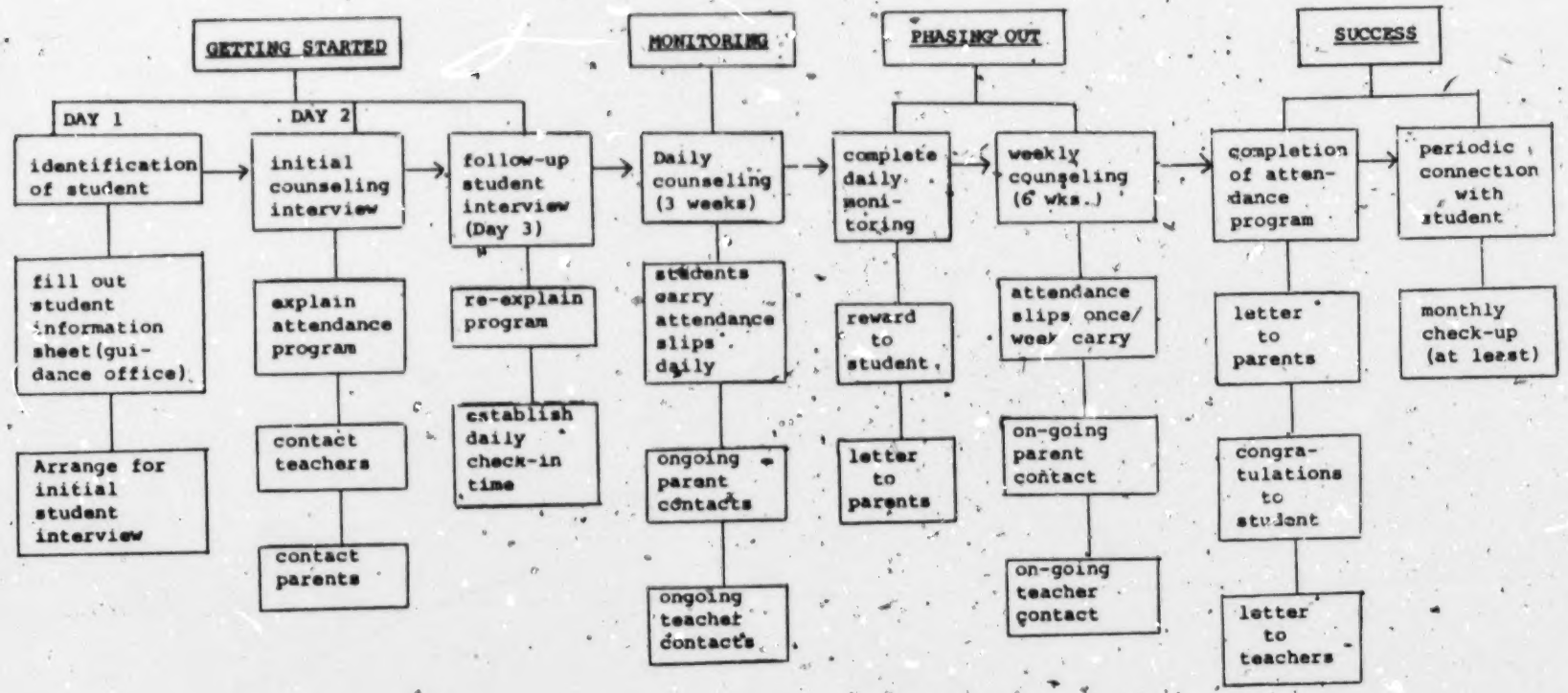
Teachers also play an important role in the success of the attendance student. Teachers reinforce the student daily. Teachers provide feedback to the intern or guidance counselor concerning the student's class performance. Many times, teachers request classroom counselors as teaching/counseling assistants in their classrooms.

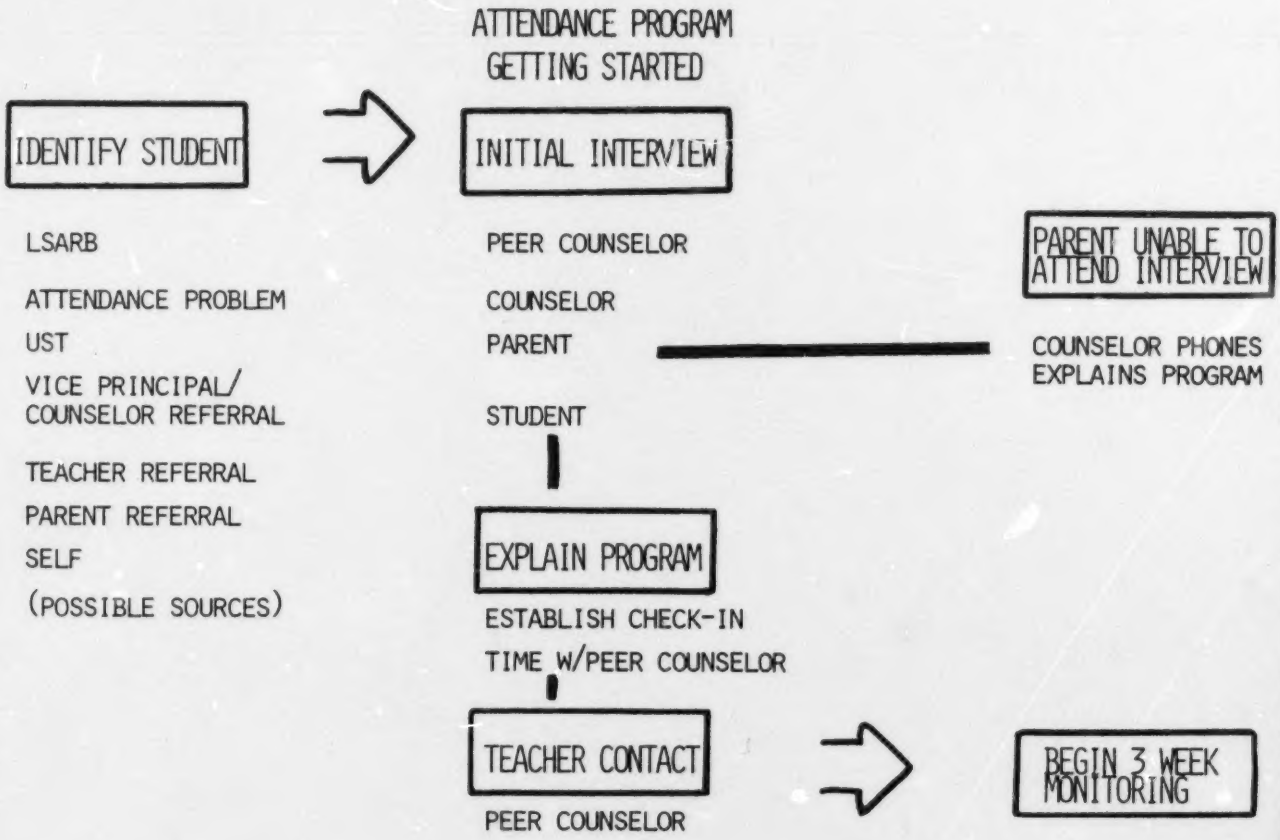
Upon completion of the three week daily program, a congratulatory letter is sent to the parents, and an award is given to the student. The student carries attendance slips for six weeks more, one day per week.

Teachers and parents are still contacted regularly. If a student backslides on his/her attendance during the weekly check period, daily monitoring reoccurs.

Following completion of the six weekly checks, we feel that the student should now be able to take charge of his/her own attendance. A congratulatory letter is sent home to parents, and the student is invited for counseling as needed. Occasional attendance checks are made on an on-going basis.

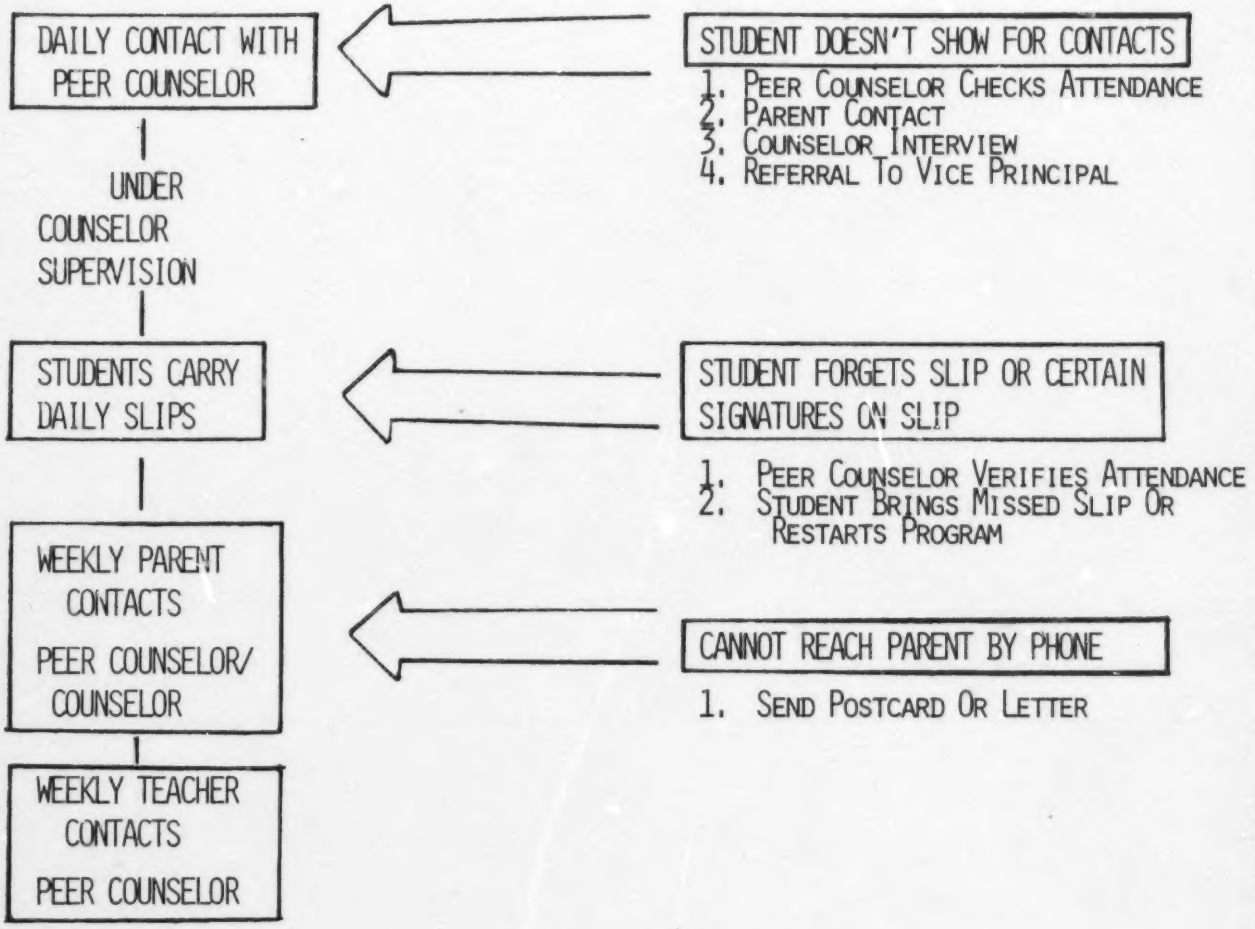
HOLD ATTENDANCE CHART




ATTENDANCE PROGRAM
GETTING STARTED
IDENTIFY STUDENT
LSARB
ATTENDANCE PROBLEM
UST
VICE PRINCIPAL/
COUNSELOR REFERRAL
TEACHER REFERRAL
PARENT REFERRAL
SELF
(POSSIBLE SOURCES)
INITIAL INTERVIEW
PEER COUNSELOR
COUNSELOR
PARENT
STUDENT
PARENT UNABLE TO
ATTEND INTERVIEW
COUNSELOR PHONES
EXPLAINS PROGRAM
EXPLAIN PROGRAM
ESTABLISH CHECK-IN
TIME W/PEER COUNSELOR
TEACHER CONTACT
PEER COUNSELOR
BEGIN 3 WEEK
MONITORING

ATTENDANCE PROGRAM
3 WEEK MONITORING

PEER COUNSELOR MODEL


DAILY CONTACT WITH PEER COUNSELOR
STUDENT DOESN'T SHOW FOR CONTACTS
1. PEER COUNSELOR CHECKS ATTENDANCE
2. PARENT CONTACT
3. COUNSELOR INTERVIEW
4. REFERRAL TO VICE PRINCIPAL
UNDER COUNSELOR SUPERVISION
STUDENTS CARRY DAILY SLIPS
STUDENT FORGETS SLIP OR CERTAIN SIGNATURES ON SLIP
1. PEER COUNSELOR VERIFIES ATTENDANCE
2. STUDENT BRINGS MISSED SLIP OR RESTARTS PROGRAM
WEEKLY PARENT CONTACTS
PEER COUNSELOR/ COUNSELOR
CANNOT REACH PARENT BY PHONE
1. SEND POSTCARD OR LETTER
WEEKLY TEACHER CONTACTS
PEER COUNSELOR

HOLD ATTENDANCE PROGRAM

ATTENDANCE SPECIALIST role with new target students:

1. Attendance or Guidance Office: Get information: Parent name, address and phone; last year's attendance; attendance pattern this year; class schedule. Use a Student Information Sheet.

2. Conference with Guidance Counselor.

3. Arrange student contact: Plan at least one day in advance. Make out call slip and place in teacher's box before 8:00 or the day before. HOLD clerks can help with this job.

4. Initial student interview: Introduce yourself, your role at WHS and establish your interest in him or her; discuss student past performance; explain attendance monitoring program; write a behavioral contract for attendance (form available): explain to student that you will be contacting his parents and teachers; explain procedures for checking in each day; consequences both positive and negative should be stressed; sign contract; arrange a meeting time for the following day; spend some time rapping-interests, etc., make the relationship positive and reinforcing.

5. Arrange teacher contact: Send notes to teacher saying that you will be contacting them at a specified time unless they contact you at their convenience. (Form available).

6. Parent contact: Call parent. Introduce yourself, your role and establish your interest in his/her student; discuss student's past performance; explain attendance monitoring program; go over the behaviorial attendance objective set in the initial interview; explain procedures for weekly checks; enlist support; establish the best time to call; go over positive and negative consequences (*) as explained to student; explore additional parental consequences; arrange a specific time for next contact. Try to arrange for a parent visit at the school with you, guidance counselor, and interested teachers, (i.e., Case Conference) at any time of the day. If no contact was made that day, send a card.

7. Contact teachers: By phone or in person. Introduce yourself, explain your role and the attendance program. Discuss the student's previous and current attendance; ask for any teacher concerns about the student; explain daily attendance check and establish weekly communication channel.

8. Student interview: Go over teacher and parent contacts. Check attendance and go over any problems or successes of the previous day in classes. Give out the daily attendance sheet for the following day;

Contracts should be completed if needed; arrange for positive and/or negative results for the next day, i.e., if student doesn't show, parent is called. If he arrives, the positive consequence maybe points, a coke with a peer counselor, etc. If you are unavailable for the following check, make sure the students know who to contact. Put student's name on the chart.

9. Week one check: Call parent and contact teachers with information.

10. Continue daily student contacts, weekly parent and teacher contacts. Unless:

    A. IF perfect attendance for 3 weeks, drop to weekly teacher, parent, student contacts.
    B. IF student doesn't arrive with slip, contact parent as arranged. IF student doesn't arrive with slip after parent is contacted, contact the counselor who will talk to student and/or parent. Further infraction, will lead to referral to the Vice Principal or LSARB, Case Conferences, or a parent visit to school.
    C. Daily student contacts may be arranged with Peer Counselor instead of Counselor.

* CONSEQUENCES: Positive: Warm, friendly conversation
Points
Peer Counselor
Termination after 3 weeks
Successful experience within school

Negative: Parent or teacher consequence
Prearranged - 1st time
Parent called - 2nd time
Vice Principal/LSARB/Case Conference - 3rd time

(sample form)

STUDENT DATA SHEET

NAME _____ PARENT/GUARDIAN INFORMATION:

ADDRESS _____

TELEPHONE _____ TIME TO CALL-

Base Date	Attendance			Units Earned		
	Enrolled	Excused	Unexcused	1st Semester	2nd Semester	Total
76-77						
77-78						
78-79						

Counselor: _____ HOLD Counselor: _____

Referred by _____

Schedule: Class	Teacher	Room	Teacher's Lunch/Prep
1.			
2.			
3.			
4.			
5.			
6.			
7.			

Weekly Teacher Checks		Wk Attendance Slip/Office		
	Date Assignments given/completed	Date	Excused	Unexcused
wk 1				
wk 2				
wk 3				
wk 4				
wk 5				
wk 6				
wk 7				
wk 8				
wk 9				
wk 10				
wk 11				
wk 12				
wk 13				
wk 14				
wk 15				
wk 16				
wk 17				
wk 18				

WEEKLY PARENT CHECKS

	Date Comments		
wk 1		wk 10	
wk 2		wk 11	
wk 3		wk 12	
wk 4		wk 13	
wk 5		wk 14	
wk 6		wk 15	
wk 7		wk 16	
wk 8		wk 17	
wk 9		wk 18	

(sample form)

ATTENDANCE CHART

NAME	WEEK I					WEEK II					WEEK III				

(Sample Form)

DAILY STUDENT SLIP

WATSONVILLE HIGH
ATTENDANCE PROGRAM

Student Name _____

Check indicates "yes" Date _____

Period	Attend. teacher initial	on time	work complete	has material	conference needed
1					
2					
3					
4					
5					
6					
7					

Please make comments on the reverse side.

INITIAL TEACHER FORM

Dear _____ Date _____

_____, who is enrolled in your _____, is participating in our attendance program. The students and parents have been contacted about the need for improving attendance. If you wish to discuss this program, call at extension 297. If a conference is needed at any time, please check the "conference needed" column on the daily slip.

Thank you,

_____

(sample form)

THE HOLD PROJECT Pajaro Valley Unified School District - ESEA Title IV-C

340 Lincoln Street Watsonville, California 95076 (408) 728-3311 ex.246

ON-GOING TEACHER CONTACT FORM

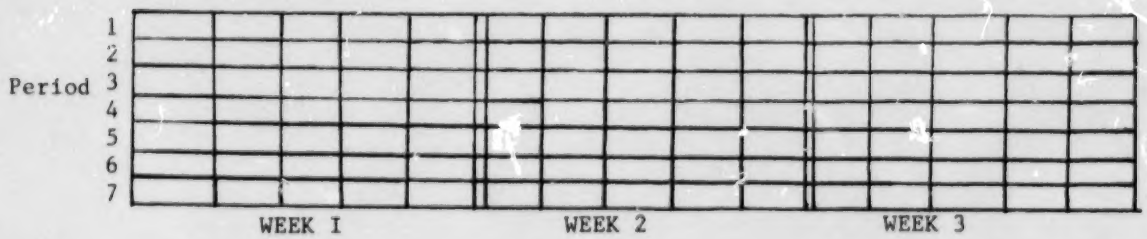
Dear _____ Date _____

Thank you for your cooperation with the attendance program. The following information is to keep you informed of the student's attendance progress.

Re: _____ who is enrolled in your _____

_____ course _____ period.

Date:



X = EXCUSED ABSENCE / = UNEXCUSED ABSENCE ✓= PRESENT T = TARDY

If the above information does not agree with your records, please return the correct information to Room 2.

THANK YOU,

_____
PROJECT HOLD

COMMENTS:

(sample teacher form)

THE HOLD PROJECT Pajaro Valley Unified School District - ESEA Title I"-C

340 Lincoln Street Watsonville, California 95076 (408) 728-3311 ex.246

Dear _____,

_____, who is in your _____ course _____ period, has successfully completed the first part of the HOLD attendance program. With your assistance and support he/she has three weeks of perfect attendance.

Your student will be monitored weekly for the next six weeks. He/she will be bringing the attendance slip once a week on _____.

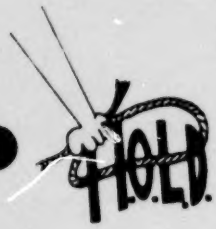
We are very proud of your student and hope that this is only the beginning of a more successful school career.

Please contact us at 728-3311, extension 246 with any questions.

Yours truly,

_____
Project HOLD Counselor

(sample parent letter)



THE HOLD PROJECT Pajaro Valley Unified School District - ESEA Title IV-C

340 Lincoln Street Watsonville, California 95076 (408) 728-3311 ex.246

Dear Parent:

Your student has successfully completed the first part of the HOLD attendance program. With your assistance and support, he/she has three weeks of perfect attendance.

Your student will be monitored weekly for the next six weeks. We will continue to call you at the arranged time.

We are very proud of your student and hope that this is only the beginning of a more successful school career.

Please contact us at 728-3311, extension 246 with any questions.

Yours truly,

_____
Project HOLD Counselor

_____
Maggie Phillips, Psychologist

_____
Joan Stcker, Coordinator
Project H.O.L.D.

(sample parent letter)

THE HOLD PROJECT Pajaro Valley Unified School District - ESEA Title IV-C

340 Lincoln Street Watsonville, California 95076 (408) 728-3311 ex.246

Estimado Padre:

Su hijo/hija ha cumplido la primera parte de nuestro programs de asistencia. Con su ayuda, ha asistido a todas las clases por tres semanas.

La asistencia de su estudiante sera notado una vez por semana por las siguientes seis semanas. Continuaremos llamandole por teléfono.

Estamos orgullosos de su hijo/hija, y esperamos que sea el comienzo de una carrera escolastica muy aprovechosa.

Agradeceriamos sus preguntas o comentarios. Nuestro numero de teléfono es 728-3311 extension 246.

Sinceramente,

_____
Consejero del Proyecto HOLD

_____
Maggie Phillips, Psicologa

_____
Joan Stoker, Directora
del Proyecto HOLD

(sample Parent Letter)

THE HOLD PROJECT Pajaro Valley Unified School District - ESEA Title IV-C

340 Lincoln Street Watsonville, California 95076 (408) 728-3311 ex.246

Dear Parent:

Your student has successfully completed the nine (9) week HOLD attendance program, including three (3) weeks of daily monitoring and six (6) weekly checks.

We will continue to periodically monitor your student's attendance record. In addition, we hope that you will also check on your student's attendance (728-3311 ext. 266).

We are very proud of your student for consistently attending classes during the program. We hope that he/she will continue to have good attendance, and that this effort will result in greater academic success.

We would like to continue to stay in contact with our successful attendance students and their parents. Please feel free to call us with any problems or questions at 728-3311 extension 246.

Yours truly,

_____
Project HOLD Counselor

_____
Maggie Phillips, Psychologist

_____
Joan Stoker, Coordinator
Project H.O.L.D.

(sample parent letter)

THE HOLD PROJECT Pajaro Valley Unified School District - ESEA Title IV-C

340 Lincoln Street Watsonville, California 95076 (408) 728-3311 ex.246

Estimado Padre:

Su hijo/hija ha cumplido nuestro Programa de asistencia. Con su ayuda, ha asistido a todas las clases por nueve semanas.

Periodicamente continuaremos notar la asistencia de su estudiante. Tambien, esperamos que Ud, llamara la oficina (728-3311 ext. 266) para notar la asistencia de su hijo/hija.

Estamos orgullosos de su hijo/hija, y esperamos que sea el comienzo de una carrera escolastica muy aprovechosa.

Agendeceriamos sus preguntas o comentarios. Nuestro numero de teléfono es 728-3311 extension 246.

Sinceramente,

_____
Consejero del Proyecto HOLD

_____
Maggie Phillips, Psicologa

_____
Joan Stoker, Directora del
Proyecto HOLD

(sample certificate)

Watsonville High School

of the

Pajaro Valley Unified School District

CERTIFIES THAT ON _____

_____

SATISFACTORILY COMPLETED THE ATTENDANCE PROGRAM

_____ _____

COUNSELOR _____

113

OTHER PRESCRIPTIVE STRATEGIES

USE OF COMMUNITY AGENCIES

The use of community agencies is an integral part of the success of the HOLD project. Knowledge and use of human resources available in the community makes the school a vital member of the community. As a counseling project, we have used community agencies in the following ways.

1. Referral - This is a common use of community counseling agencies. To be most effective the school and the agencies need open lines of communication and current information about needs and programs available.

   In order to provide prompt and appropriate assistance to students and their families, a comprehensive listing of services available in the community is needed. In Santa Cruz County, the Community Council has published the Community Resources Directory. Most counties have similar directories.

   A short list or HOT LINE sheet will be frequently used by teachers, students and counselors. The HOLD HOT LINE sheet was developed by one of the peer counseling classes. Such a list needs to be revised annually.

   In Santa Cruz County, a handbook for high school students was developed by students at Loma Prieta High School. The handbook was funded by the County Office of Education and Santa Cruz City Schools. Such a handbook written by students is a valuable resource to other students. This Idea Book, WHEN GROWING UP GETS YOU DOWN, is available in the Watsonville High Library and through guidance counselors.

   Periodic meetings with school counselors and other interested staff are an effective means of keeping community counseling related agencies in touch with the school.

   Counselors and other school staff working in a guidance framework often identify a number of behavioral problems that are beyond the treatment scope of a school program. Issues such as drug abuse, family counseling, employment and crisis counseling can be effectively treated through proper community referrals.

HOLD frequently utilizes the services of agencies primarily concerned with youth. Probation and drug counseling agencies are in close communication.

2. Inter-Agency Council - To incorporate community resources into the HOLD program, community agencies were contacted and informed of our project. Those interested were invited to participate in the HOLD advisory committee which became an inter-agency council. In addition to many community mental health agencies, such groups as the Volunteer Bureau, Lions Club, HOLD parents and students, and representative Watsonville High staff members were regular members.

   The committee published and distributed a newsletter after each monthly meeting to all Watsonville High School staff and agency offices. The newsletter contained events and activities of the participating agencies, features about new personnel, and information about services available at different agencies. A sample newsletter is included at the end of this section.

3. On-Campus Guidance - Through this inter-agency approach, Project HOLD established several on-campus guidance services. For example: crisis counselors from Youth Services worked at Watsonville High School twice a week. They provided drug counseling, runaway placement, and special counseling for problem students referred by our program or by the school guidance office.

   Trained volunteers from Heartbeat House, a counseling and drop-in center, worked in conjunction with the high school counselors to form student counseling groups. They also worked in the classroom guidance program with several classroom teachers.

   Several community agencies also provided speakers in various classrooms. Some of these were A.A., Al Anon, Parent Center, Drug Abuse Council, Family Services, Planned Parenthood, Mental Health Center, and Suicide Prevention Center.

4. Off-Campus Guidance - The HOLD inter-agency committee was also able to coordinate off-campus guidance services from several community agencies. Youth Services, besides their on-campus work, offered group, individual and family counseling, tutorial work and recreational activities for Watsonville High School students. Family services and Parent Center both provided classes and groups for parents, as well as individual, group and family counseling for students. Family Planning counseling, pregnancy testing and birth control were made available through Planned Parenthood.

   Volunteer Services coordinated volunteer placements and independent study contract assignments for students. The Lions Club provided trip and excursion planning and chaparones, service project opportunities, and some one-on-one guidance and tutoring. Many other agencies participated in the independent study contract assignment program.

SUMMARY

The use community resources provides the missing link in the consistent model needed by the student who is having difficulty. ith the home, school, and community working together services working together, services can be provided most efficiently. The resources available to students and their familyies increase. The coordination of services avoids duplication and makes the contribution of each agency more immediate to the clients. Sharing of resources and facilities provides a cost-effective model.

The most significant contribution of this approach is the quality of service provided to the students. A coordinated model helps each agency contribute in the area of greatest strength. Consistent services and messages given to the student by the home, school and community provide the greatest opportunity for the student to successfully change his behavior.

(sample form)

WATSONVILLE HIGH SCHOOL
PROJECT HOLD
ADVISORY COMMITTEE

Minutes: No formal minutes were taken on April 17th as our agenda consisted of a rehersal by Joan and Maggie of their presentation to the Exemplary Incentive Program panel in Sacramento.

In place of our regular meeting for May, we cordially invite you to attend an open house at #10 Shorebird, Pajaro Dunes on the 22nd of May, from 3:30 to 5:30. We have been approved as an exemplary ESEA IV C Project for the coming year...and we are going to celebrate.

****

Newsletter May, 1979

Ester Soriano is a language tutor. She comes from Bacarra, Ilocos Norte in the Philippines where she was a teacher. She has been in California since 1950.

Ester will work with teachers and counselors to provide assistance to Ilocano speaking students. She tutors in classrooms, contacts parents about attendance, and translates materials. Currently, she is working in Cynthia Dzendel's math class second period, everyday.

If you know students at Watsonville High who may need Ester's help, contact the student's counselor.

****

Judge May, students, parents and Ron Staley were among those who learned how complicated it is to handle juvenile problems. Three skits presented the problems involved in working with youth in schools, community, agencies, and the juvenile justice system. Lots of help is available locally. Finding the right help is often the problem.

Local prevention of juvenile offenses was stressed by Pearl West, Director of the California Youth Authority. This approach involved implementation of successful strategies in schools, agencies and at home which would reduce the need for youth to enter into the juvenile system. Perhaps the most positive aspect of the day was the interaction among schools, probation, community services, and the courts who together help youth become successful adults. This support and exchange between professional in the field is needed to make prevention a reality in the juvenile system.

(sample form)

HOT LINE SHEET**

This Hotline Sheet lists community organizations that provide counseling services to teenagers or young adults in Watsonville and Santa Cruz. If the counselors at these agencies can't help, they will refer students to people who can. Most have no cost and if there is a cost, it is a small amount.

1. Alcoholics Anonymous
   939 Lincoln Street — 24 hour answering service 688-2058 or 2059
   Watsonville
   Offers people with drinking problems ways to stay sober and to help other alcoholics make better lives for themselves. Through group sharing and counseling, members of A.A. attempt to give strength to one another to overcome the desire to drink. Service is also offered to the families of alcoholics through A.A. There is also a group for teenagers with parents who have a drinking problem. This is Janus Recovery in Santa Cruz (462-1060).

2. Crisis Line for the Parent Center
   406 Main Street, Suite 317 — 24 hour answering service 728-2233
   Lettunich Bldg., Watsonville
   Answering service line is for people with problems related to their children, family, or parenting. Counseling is offered for these & other problems. Counselors will also talk with teenagers. Contact: Badri Dass. Hours: 9-5.

3. Drug Abuse Council
   278 Main Street — 728-1791
   Watsonville
   There is no cost, but they will take donations. 11 counselors (most are bilingual) deal with problems that are related to drug abuse. Counseling is individual, and they also run groups and do family counseling. Staff try to work out a program of treatment that would help each person, including vocational and educational counseling. Director: Jim Morris. Hours: 9-5.

4. Family Services
   233 E. Beach St — 724-7123
   Watsonville
   Fees are on a sliding scale. Professional counselors are trained to work with students and their families to help them cope with a variety of problems. Counselors also run several groups, including an adolescent group, parents' groups, and a women's group.
   Director: Signe Frost. Counselors: Nancy Norris & Maggie Phillips

5. Health Services--Monte Vista Clinic — 722-2459
   247 Prospect and Monte Vista Streets
   Watsonville
   There is no cost. Pregnancy testing is available by appointment. Other health services are provided on a drop-in basis.

6. Heartbeat house
150 Maple Ave. 728-2295
Watsonville
There is no cost. Office hours 8am to midnight seven days a week. Volunteers and counselors handle a wide variety of calls; suicidal, drug abuse, loneliness information. Staff will make daily reassurance calls, visits to rest homes and hospitals, help runaways, relay messages to and from parents, and offer a drop-in service for students (8-4) having school or personal problems.
Director: Jean Hanley

7. Planned Parenthood
406 Main Street, Suite 317 722-7526
Watsonville
Open from 9-1. You may call for an appointment in the afternoon. They do pregnancy testing, offer birth control and pregnancy counseling. Counselors are bilingual. Everything is free for students under 18; over 18 there is a small charge. Ask for Rosie.

8. Watsonville City Police Department, Juvenile Office
231 Union Street 724-5665
Watsonville
Juvenile Officers: Sgt. Manual Martinez & Joe Flores
The Juvenile Officer handles juvenile crime prevention, protection for neglected or abandoned children, and parent-juvenile counseling.

9. Rape Line 24 hour answering service 426-7273
Help is available for women who have been raped or abused.

10. School Counselors: Mr. Bianchi, Mr. Morales, Mrs. Hedlund, Mr. Sullivan. Mr. Starks - work experience and job counseling. Maggie Phillips and Bonnie Wendt - school psychologists. If students are having problems, and you know about it, refer them to their appropriate counselor.

11. Suicide Prevention Service
1060 Emeline Street
Santa Cruz 426-2342
There is no office in Watsonville. Counseling is available by phone or in person for anyone attempting to consider suicide or who want help for someone who is contemplating suicide.

12. Teen-age Mother Program
Second Street 722-9231 728-3311 ext 265
Watsonville
Run by public school for teen mothers who want to finish school. They offer required courses, pre-natal care, instruction and professional counseling. TAM also has a place to enroll young children of their students in the Infant Care Center in the same building.
Director: Sue Hill

13. Watsonville High School: Peer Counseling Program
250 East Beach Street 728-3311 Ex. 330
Watsonville
A peer counseling program has started so that students can learn to

run parts of the counseling programs themselves. For information, contact Maggie Phillips, in the HOLD office.

14. Youth Services
207 California Street 728-2226
Watsonville
Hours 9-5. Casual relaxed atmosphere. There is no cost. They work a lot with teenagers, provide individual, group, and family counseling. They will do home visits. If you need help, talk to your school counselor about it or call directly. Counselors: Peter Gaarn, David Sawi & Theresa Biggam.

*This list was compiled by students in the Fal. 1977 Peer Counseling class at Watsonville High School. Editor: Peggy Ahl

ACTIVITY PARTICIPATION

The basic strategy to help students participate in school activities was the use of faculty advocates. Each participating faculty member agreed to be a special friend and resource for approximately 5 HOLD students. The advocate took the extra time to ask about school success, to remember special days such as birthdays, to be around to talk and to encourage the student in areas of interest. Faculty members tended to be advocates for students with similar interests. The faculty advocate might indicate that she or he would see the student at a particular activity, invite the student to participate in the club she/he was sponsoring, invite the student to go to a school activity, or in other ways try to draw the student into successful extra-curricular experiences at school.

The classroom counselors also were careful to find the interests of students identified as non-participants and to facilitate participation in some of the above ways.

Several other techniques were successful. In year 1, many target students were overwhelmed with the size of the high school (2,400 students). The project began some of its own activities to give the students an opportunity to participate with people they knew and felt comfortable with. A HOLD club was formed. Many field trips were organized by students and staff. Fund raising activities helped to pay activity expenses. Service activities were also included with help from the Volunteer Bureau.

In year 2, this type of activity was planned and implemented by the students in the CORE classes and by some of the classes with classroom counselors.

In year 3, a full time student activities director was funded by the high school. The student council and the student activities director, helped HOLD conduct a survey of all students to identify different levels of participation in school activities. Students were asked what clubs and activities they might like to become involved in. These lists were organized and distributed to the appropriate coaches, faculty sponsors, and club presidents. HOLD students who responded that they had not participated were interviewed individually. A plan for greater participation

made with each of these students with his/her classroom counselor.

Many students were not interested in any of the available activities. However, they had come to appreciate the importance of having something of interest at school. They got together and formed their own MATA (Mexican-American Taking Action) club to meet their particular needs. The classroom counselor, the activities director, a guidance counselor, and the principal of the school took the time to help these students organize this club. They soon had active, effective leadership and a large membership. Target students had identified a real area of need and concern at the school and had developed the skills to effectively meet this need.

By February of year 3, only 2 HOLD students reported no participation in school activities.

(Sample Form)

STUDENT INTEREST SURVEY

WATSONVILLE HIGH SCHOOL

Name _____ Year: 9 10 11 12

Phone _____ 1st period teacher _____

* *

1. Did you participate in any school activities last year? YES NO

2. Are you currently participating in any school activities? YES NO

3. Are you interested in getting involved? YES NO

Circle any activities in which you would like to participate but have not yet joined.

Clubs

Alley Catz
American Field Service
Art Club
California Junior State
Cycatz
Football Club
French Club
Future Farmers of America
Math Club
Model United Nations
Rally and Spirit Committee
Sociedad Cultural Bilingue
W.H.S. Coin Club
W.H.S. Gymnastics Club
Wildcatz Marching Band

Student Government

Bloodmobile Committee
Campus Improvement
Christmas Faire Committee
Community Help Committee
Cultural Week Committee
Faculty Public Relation
Lunchtime Activities
Movie Committee
Salvation Army Christmas Project
Spirit Week
Student Tutoring
Talent Show Committee
Temporary Helpters Committee
Turkey Trot
"We're OK" Day

Sports

Baseball
Basketball
Cross Country
Football
Golf
Gymnastics
Soccer
Softball
Swimming
Tennis
Track
Volleyball
Water Polo
Wrestling

Other _____

_____

In what activities are you currently involved (in or out of school)?

_____

_____

PARENT GROUPS

Parent attitude and information groups were used to help HOLD parents develop positive attitudes and more complete knowledge about their students' school program and progress. Parents identified as having a negative attitude toward the school and those with a history of little or no contact with school staff were the primary participants in these groups.

Parent Information Groups

In working closely with target students who demonstrated a variety of school difficulties, we found that often their parents were uninformed about their current progress and about the high school in general. For example, many parents had no information about their students' schedule of classes on whether they were attending regularly and did not know who to contact with their concerns and questions.

A series of parent information group meetings were planned and led by HOLD staff with assistance from various school personnel. Leaders presented information about attendance and discipline policies, progress report and report cards, and reviewed graduation and proficiency requirements. Participating parents were also given specific information about their students' class schedule, units earned, and attendance records.

These parents were encouraged to ask questions and to express their concerns freely. They were also urged to maintain regular contact with project and school staff. Additional information was supplied to parents in frequent phone and mail contacts made by HOLD classroom counselors (see "Working with Parents" Page 30).

Each year, parents in this sample were administered questionaires to measure their knowledge of Watsonville High School and Project HOLD. At the end of the third year, 62 parents completed the information inventory on Page , with an average score of 91%. When compared with a random sample of parents who did not participate in the information groups, project parents scored significantly high on information items.

For example, 65% more HOLD parents knew the name of their child's school guidance counselor than a comparison group of non-HOLD parents.

Parent information groups may be held during the school day, in the evenings, or on Saturday mornings. Leaders may include the school principal, vice-principals, guidance counselors, attendance workers, and classroom teachers or counselors. Group sessions can be announced through local newspapers and radio, in a parent newsletter or by individual phone and mail contacts. Often, it is necessary to contact reluctant parents repeatedly before they follow through with their promises to attend.

Successful parent information groups are planned to meet the specific needs of these parents who attend.

By asking parents what they want to discuss, leaders can structure the agenda so that every parent feels included and involved.

Parent Attitude Groups

Project parents with an identified negative attitude toward school or who had students with severe attendance, academic, or social/emotional problems were urged to enroll in parent counseling groups. These groups met weekly during the school day and in the evening with the HOLD psychologist, assisted by counselors from nearby agencies.

Sessions stressed instruction in parenting skills, such as setting limits and enforcing rules with students at home. Parents also learned ways of improving communication with their teenagers through active listening, "I" messages, and conflict resolution skills. Strategies for coping with especially troublesom problem areas were presented and parents supported each other in exploring alternative solutions. Referrals were made to appropriate agencies when parents indicated long-term or crisis counseling needs.

One strategy that proved helpful in involving these parents closely with their teenager's school success was to have them set objectives that they agreed to help their student reach. The sample form "Setting Objectives for School Success" on the next page, was used with parent groups after current school information (grades, attendance, credits, etc.) about each participant's teenager was presented. Parents were helped

to set a realistic goal for school success and to decide how they, as a parent could help their student reach the objective. This approach initially enable parents to focus their concerns and then to feel more positive about their "power" as parents when the student began to respond favorably to consistent family monitoring of school progress.

Parents with an identified negative attitude were asked to rate the services provided by Project HOLD and by Watsonville High School. During the third year 29 parents reported an average rating of 3.7 on a 5 point scale, indicating a more positive attitude toward school and project staff.

Parent attitude groups proved to be particularly effective with parents of truant students. In year two, 14 parents participated in group sessions which focused on monitoring student attendance at school and providing consistent consequences at home. An average of six group contacts were made with parents, supplemented by individual parent counseling and telephone calls. While parents participated in counseling groups, the unexcused absences of their students decreased by as much as 60%. These results strongly support adding parent counseling component to school attendance monitoring programs.

Parent counseling groups may be led by school guidance counselors or other staff trained in individual, group, and family counseling . Community agencies are often willing to provide experienced counselors to assist with parent groups. Sessions may be held during the school day or in the evenings for working parents. Often, adult education or community college credit can be arranged for parents as an additional incentive for their participation.

The success of any parent counseling program depends largely on the impact of initial sessions. Group leaders may want to follow the suggested outline on the next page when planning their first parent group meeting.

PARENT COUNSELING GROUP: SESSION I

Directions to Group Leaders

The outline below provides a suggested format for beginning a parent counseling group. Usually daytime sessions last form 50-60 minutes, while night meetings might run a little longer. Your meeting place should be comfortable and free from interruptions. If non-English parents are invited, one group leader should be bilingual. Serving coffee and doughnuts helps to create a pleasant atmosphere; parents may want to take turns providing refreshments for subsequent sessions.

I. Welcome and Introductions

State your name and explain your role at the school. Welcome parents and ask them to introduce themselves. If more than 6-8 are present, name tags are appropriate.
Ask each parent in turn to state their reasons for attending and what their expectations are for this particular meeting:

EX: Mrs. Ramirez, I'm interested in your reasons for coming today.
What needs to happen here in order for you to leave feeling glad you came?

II. Establishing a Purpose and Ground Rules

Summarize all of the individual expectations parents expressed above and assure them that you will try to meet their needs in this group:

EX: It seems that most of you want a chance to talk about your concerns with your teenagers and school and that you'd also like some ideas of how to tackle these problems. Is that accurate?

Next, state a clear purpose for your parent group:

EX: We'll be talking here each week for 4 weeks (or whatever length of time) about your teenagers' problems in school and what you can do to help at home.

You may also want to set some ground rules at this point, so that parents know you want to start on time each week, that you want them to call and let you know when they can't attend, and that whatever is discussed in the group will be kept confidential (explain that no one, including group leaders, will share information parents reveal outside the group without explicit permission to do so).

III. Getting Acquainted

When parents don't know each other, it is helpful to spend a few minutes "breaking the ice". In small groups, often a few minutes of informal discussion will help parents feel more comfortable:

How many of you know each other? How long have you lived in Watsonville? Let's find out a little bit about your families. How many children do you have? Who here has more than one teenager in high school? Do all of you work? Where? What are your hobbies and interests besides your families? What's the greatest difficulty you have as parents?

In larger groups, you may want to divide parents into pairs and have them spend 5-10 minutes interviewing each other about their families, jobs and interests. Afterwards, parents may introduce each other to the entire group, mentioning details of special interest.

IV. School Information and Parent Roles

Be sure to have specific and current information about each parent's student. This might include attendance, grades, credits, and attitude toward school. Be sure to maintain positive progress as well as specific problem areas that require attention:

> EX: Mrs. Sanchez, Rhonda seems to be doing quite well in her English and Spanish classes. She is having trouble with her attendance at the afternoon classes, however. Last week she missed 6th and 7th period on Monday, Wednesday, and Thursday. Since she's behind in credits, (she earned 15 out of a possible 30 last semester) I think we need to focus on helping her attend regularly.

Have each parent set an objective that will help their teenager achieve greater success in school, based on the information you have provided. Use the Worksheet "Setting Objectives for School Success" on page (or a similar form) so that you and parents have a written record of what was decided.

Discuss strategies that each parent can use at home to help students achieve these objectives. Be sure to mention positive as well as negative consequences. For example, remind parents to praise successful progress (no matter how small) and to set firm limits when students do not follow through appropriately (withdrawing privileges such as using the phone, going out with friends, dating, etc. is often effective).

Make sure parents understand their roles in helping students reach these objectives and that they make a definite commitment to fulfill their responsibilities. Remind them that they need to check closely with you between group sessions to monitor their student's progress since students cannot be counted on to present accurate information at home. This may mean a <u>daily</u> phone call to your office!

V. Exploring Family Relationships

Take a few minutes this session to explore how other faimly members are involved with the target student. It is especially important, if both parents are not present, to find out how the absent parent can be involved to help the student in school. Emphasize that both parents must take part so that the student receives a consistent message.

In discussing family relationships, often information will surface that indicates marital tension or parent-adolescent conflicts. Encourage parents to discuss their concerns and to share solutions that have been successful for them in similar situations. For severe family problems, indicate that you feel professional help is needed and refer parents to appropriate agencies (see Hotline Sheet, page 116).

VI. Closure

Ask parents for feedback about this session. Was it helpful? Were their needs met? What would they like to discuss in the next group meeting?

Remind them of their agreement to monitor their teenagers' school progress during the next week and how and when this is to take place.

VII. Subsequent Sessions

Should be based on individual parent needs and might also include the following:

On-going information and feedback about student progress.

Instruction in parenting skills using references such as Parent Effectiveness Training (Gordon), Between Parent and Child (Girott), etc.

Community speakers on special topics of interest to participants such as youth rights, sexuality, runaways and birth control.

(Sample Form)

SETTING OBJECTIVES FOR SUCCESS

DIRECTIONS TO PARENTS:

Choose an area of school performance that you would like your child to improve. Write the name of that class or area in the blank in item #1. (Examples: English, PE, Attendance) Finish filling in the blanks for items 1-6 below. A member of your school staff will help. When you finish you will have set an objective or goal that will help your student achieve greater success in school.

Be sure to set a realistic goal for success. If your student is failing math halfway through the quarter, for example, it may be unrealistic for him/her to try to earn an A or B. Also, make sure the check-back time in #6 is soon enough for you to keep a close check on progress toward the goal you've set.

1. Describe the successful _____ student. List the exact behaviors a successful student does--in that class or school performance area.

   1) _____ 4) _____

   2) _____ 5) _____

   3) _____ 6) _____

2. Sort and write down 3 behaviors that would personally help your student be more successful. Choose the most important one for you. Mark with a (*).

   1) _____

   2) _____

   3) _____

3. Write an objective for the starred (*) item. The objective must be a goal that your student can do and can show success.

   _____

   _____

4. Test your objective. Let your student show you how he/she can:

   _____

   _____

   Can you see your student do it? Yes ___ No ___

5. List the exact behaviors involved in reaching that objective and how you will help.

   _____

   _____

6. Set a check-back time when you will check your progress with your student. Write this here: _____

   Also, set a time when you will check your student's progress with a school staff person: _____

   _____

SELF-ESTEEM GROUPS

Low self-esteem is one of the nine characteristices of the dropout for which HOLD has developed effective change strategies. At the end of year three only 6 students were still in the first or lowest quartile of the Coopersmith Self-Esteem Inventory.

In year 1, all HOLD students participated in groups. They met in small groups with classroom counselors twice a week. Included were orientation to high school activities, communication activities, study skills, group projects, field trips, and other activities to make them feel at ease with themselves, each other, and the high school situation.

In year 2, selected students participated in groups at least twice a week. These included those students who formed our CORE Program because they had failed many of their Freshman requirements. Students, having parent permission, chose to spend two or three periods per day in a smaller classroom situation with the same teacher and HOLD classroom counselor [illegible] required classes and improving their success at school.

Other students participated regularly in self-esteem groups with a classroom counselor. Students whose plan included this type assistance were scheduled into classes that had classroom counselors one or more periods per day.

In year 3, 50 students were identified as low self-esteem students, based on their scores on the Coopersmith Self-Esteem Inventory. Many participated in a weekly self-esteem groups, others participated in individual counseling sessions, the peer counseling program, a community agency co-sponsored counseling group and/or the classroom guidance program.

Guidance manual activities for self-esteem, communication skills and learning skills were used in this program. Additional techniques used with the year three groups are outlined in the following pages.

WEEKLY SELF-ESTEEM GROUPS

A four session fall model was developed for target students with previous experience in similar groups. These students scored in the lowest quartile on the Coopersmith Self-Esteem Inventory in year 2. Self-esteem groups may be led by guidance counselors or classroom counselors. Community agency representatives may co-lead. The following pages present instructions for school staff who wish to develop a similar self-esteem program.

BEFORE SESSION I

1. Individual student interviews to explain the program and gain student interest in participation. Each students Coopersmith score is explained and the meaning is discussed.
2. Parent contacts: explain the program and gain permission for student participation.
3. Teacher contacts: explain the program and gain permission.

SESSION I

1. Orientation and getting started

   Use worksheet HOW DO YOU FEEL?
   Discuss the purpose of the group. Indicate that the Self-Esteem Inventory will be given again to measure changes in their feelings about themselves and the school. State the expectation that they will feel better about themselves at school this year. Students may be asked to comment on why they weren't feeling very positive about themselves at school last year.

2. Feel good statements

   Each person is asked to tell something that made him/her feel good in the last week. Group leader sharing first makes it easier for the students.

3. Objective setting

   See the objective setting lesson on page 59-60. The student will set an objective to be reviewed the following session.

SESSION II

1. Repeat feel good statement exercise as in Session I.
2. Review student success in objectives and set new objectives as needed.
3. Distribute I AM WORKSHEET. Have students volunteer to share their answers.
4. Discuss group members' current academic status. Have the students complete the Assignment Worksheet in the Learning Skills section of this manual.

5. Parent involvement - Tell students you will be contacting their parents to tell them about this group. Ask them for imput about this contact. The PARENT INFORMATION WORKSHEET included in this section may be used.

SESSION III

1. Repeat feel good statement exercise.
2. HOT LINE SHEET: Go over and give out a list of community resources (page). Discuss how students can use these resources to help resolve personal and school problems.
3. Review student progress on objectives and set new objectives.
4. Hassle list: each student is asked to tell about a hassle from the last week. He/she tries to find ways of dealing more successfully with such problems in the next week.
5. Role plays: Group leaders ask volunteers to role-play some of the hassle situations. Rest of the group suggests strategies to resolve conflicts.

SESSION IV

1. Repeat feel good statements exercise.
2. Hassel strategies: Group discusses the hassles of the past week, the strategies they tried, and how they worked.
3. Review success on last week's objectives and have group members set new objectives for the rest of the school year. Identify who will monitor and how the student will know if he is successful.
4. Discuss parent contacts made during the self-esteem group program.
5. Discuss how to get help with problems in the future. Identify resource people in the school and community where students can get help (refer to the HOTLINE SHEET in Session III).
6. Evaluate the four sessions: (a) Have students conplete HOW DO YOU FEEL? SHEET for the second time (b) Ask for verbal feedback from the students.

(Sample Form)

TEACHER PERMISSION FORM

PROJECT H.O.L.D.

Project HOLD is starting a series of group meetings for students with identified low self esteem and attitude problems. These groups will be co-led by Rex Walters, HOLD intern and Gene Medinnus, Professor of Psychology, San Jose State University. Groups will concentrate on strategies for students to feel better about themselves by improving their school performance and/or interactions with teachers and students.

These groups will be meeting in L4 beginning Thursday, November 1978, for 4 consecutive weeks. Please consider excusing _____ _____ from your _____ class for these sessions. If you agree to participate, the student is to make up any work missed in the class. The student is to report to class for attendance and assignment. A note verifying attendance and participation in group will be in your box by the end of the day.

Please indicate:

_____ Permission to attend granted

_____ More information needed

_____ Student may not be excused

Thank you. We hope to speak to you personally about this before Thursday.

Joan Stoker and Maggie Phillips

(Sample Form)

TEACHER CONTACT FORM

PROJECT H.O.L.D.

Project HOLD is conducting a series of group meetings for students with identified low self esteem and attitude problems. These groups will be co-led by Rex Walters, HOLD intern, and Gene Medinnus, Professor of Psychology, San Jose State University. Groups concentrate on strategies for students to feel better about themselves by improving their school performance and/or interactions with teachers and students. These groups will be meeting in L-4 beginning Thursday, November 9th, for four consecutive Thursdays.

The following students have been invited to participate. Please indicate if you wish more information about participation or progress.

Students	Teachers
George	Ueberrhein
Lisa	Fischer
Michelle	Pedulla
Andrew	Pettitt
Yolanda	Salter
Bob	Baldwin
Don	Bivens
Arnulfo	Salter
Janice	Markham
Pam	Nurse (student clerk)
Virginia	Bivens
Frank	Dzendzel
Robert	Canepa
Mark	Thomson
Chris	Buckler
Joy	HOLD
Susanna	James
Suzanne	Herber
Robert	Peck
Monica	Ueberrhein
Marco	Markham
Carlos	Salter
Anna	Herber
Frank	Wong
Hazel	Maciel
Rosario	Ueberrhein
Jennifer	Ueberrhein
Adelino	Plumer
Deanna	Taggart
Johnny	Jones

PARENT INFORMATION WORKSHEET

To The Counselor:

Ask students to give some thought to the content of his parent contact. He may want to ask his parents to help him. This sheet may then be used to help you both determine a conference or parent group agenda.

Goal: The student can help determine what topics may be covered in a parent conference.

Group Size: Individual or small group

Time Required: 30 minutes

Materials: Parent Information Worksheet.

1. List at least five items that you think your parents would be interested in discussing in a group meeting with parents from this group.

   a.
   b.
   c.
   d.
   e.

2. Anthing else you feel is important to include?

3. Do you and your parents have general agreement about your school program and objectives?

4. Do you or your parents have special problems or concerns about any aspect of your schooling? Please specify.

(Sample Form)

PARENT TELEPHONE INTERVIEW GUIDE

FOR SELF ESTEEM GROUP PARENTS

Student Name: _____ Telephone: _____

Parent Name: _____ Date: _____

This is _____, a counselor at the high school. I am working with your son/daughter in a group meeting once a week. Your son/daughter has agreed to participate in 4 group meetings to help him/her be more successful at school and to feel better about himself/herself at school.

_____ (student name) indicated that you might be interested in discussing some of these things: (Items listed in #1, Parent Information Worksheet.) How does this list seem to you? Are these your concerns? Is there anything else you feel is important to know about your student and his/her program at the school?

Would you be willing to come to the school to discuss some of these things? Would you like to have a conference with me and your student, or would you prefer to meet in a group with a few of the other parents who have similar concerns?*

What time and date would be convenient for you? Thank you for your cooperation. Please feel free to call or visit the school at any time.

---

* NOTE: Information about how to organize and run a parent group is included in the parent section which follows.

STUDENT WORKSHEET

HOW DO YOU FEEL?

Circle one statement in each row:

I do stupid things . . . . . or . . . . . I am a good person

I am happy . . . . . or . . . . . I'm a failure

I am a winner . . . . . or . . . . . I am not OK

I am unhappy with myself . . . . . or . . . . . I am good

I am happy with myself . . . . . or . . . . . I am clumsy

I am a slow learner . . . . . or . . . . . I'm lovable

I am successful . . . . . or . . . . . I'm dumb

I am good looking . . . . . or . . . . . I am sick

I'm cool . . . . . or . . . . . I'm a loser

I am bad . . . . . or . . . . . I'm sexy

I can do some things really well . . . . . or . . . . . I'm a bore

I am a good student . . . . . or . . . . . I am lazy

I am a fast learner . . . . . or . . . . . I am a mess

I'm a loser . . . . . or . . . . . I'm OK

Name _____

STUDENT WORKSHEET

I AM

The three words which fit me best are _____, _____, and _____.

What I like best about me is _____
_____.

This is the one thing I would like most to change about myself: _____
_____.

Here are a couple of ideas I have about how I can start making some changes in my life: _____
_____.

This is what I am most afraid of: _____
_____.

I think this is the best thing to do about this fear: _____
_____.

When I am really down, these are some people I can count on to understand and listen, and even try to help: _____
_____.

If I had to be anyone else in the world, I would choose to be: _____
_____.

I chose that person because: _____
_____.

Here are some ideas I have that might help me get some of the things I admire in another person: _____
_____.

I know some things about myself, some of my strong points and some of my weak points, and this is what I most want to do starting TODAY: And to change how I am at school:

_____
_____.

Name: _____